Advanced Communications Training Officer

Student Manual

LEARNING OBJECTIVES:

Participants when given hypothetical scenarios or case studies will be able to:

- Describe the three skills used by situational leaders as described in the book Leadership and the One Minute Manager (LOMM)
- Flexibility – to be able to use all four trainer styles
- Diagnosis – to determine employee development level and the appropriate trainer style to use
- Partnering – working with an employee to set goals, praise, reprimand and performance plan
- Describe the four basic Situational "Trainer" Styles(S1-S4) as described in LOMM (P. 28-43)
- Directing (S1)
- Coaching (S2)
- Supporting (S3)
- Delegating (S4)
- Describe behaviors associated with the four trainer styles (LOMM P.47)
- Define the term "competence" as used in LOMM (P. 49)
- Define the term "commitment" as it is used in LOMM (P. 49)
- Define the four Development Levels that use Competence/Commitment as described in LOMM (P. 48-55)
- D1 – Low Competence/High Commitment
- D2 – Some Competence/Low Commitment
- D3 – High Competence/Variable Commitment
- D4 – High Competence/High Commitment
- Identify the trainer style that is most effective with each of the development styles (LOMM P. 56)
- Articulate the relationship between development levels and goals. (LOMM P. 59-69)
- Describe a scenario where you would use a different trainer style with the same person on different goals set for that person.
- Describe the concept of One Minute Goal Setting (LOMM P. 60-61)
- List how many goals do you and the employee agree to? (P 61 P. 86-88)
- List the 5 steps to follow to help a person increase their competence and commitment (LOMM P. 70-73)
- Step 1 - Tell them what to do (Directing)
- Step 2 - Show them what to do (Coaching) – show them what good performance looks like
- Step 3 – Let them try (Supporting)
- Step 4 – Observe their performance (Delegating)
- Step 5 – Praise their progress (P. 70 P. 78)
- Describe the three concepts used to deal with performance problems in LOMM (P. 81)
- Goals – to analyze competence and commitment
- Praising – to support improvement in the development of the individual and to allow the supervisor to gradually change his/her trainer style from directing to more supporting (P. 70)
- Reprimands – to stop poor performance – to be able to gradually move back from less direction and less support (supporting) to more support or more direction
- List the three parts of a performance review described in LOMM (P. 86)
- Performance Planning
- Day-to-day Coaching and Counseling
- Performance Evaluation
- Describe the term "partnering" as it is used in LOMM (P. 28 & P. 85-88)
- Describe the process of goal setting (P. 88-89)
- Define the acronym SMART as it is described as a goal-setting model (P. 89-91)
- Describe the meaning of specific-measurable, motivating, attainable, relevant, and tracking as used in this model (P. 88-92)
- Describe the steps used in setting a performance standard (P. 92-93)
- Produce a Partnering for Performance Game Plan for a subordinate (George) (P 94-95)
- When given a case study describing a trainee development level, match the trainer style that should be used for the stated goal using the LOMM model.
- Describe how the trainer can prioritize learning objectives
- Describe the three primary learning delivery method

- Describe learning behaviors that correspond with primary learning delivery method
- List the six out of ten of the Multiple Intelligences
- Describe ways, exercises, or techniques to allow trainees to use Multiple Intelligences
- Describe the whole-brain learning theory and impact of brain dominance on learning
- Describe the process of memory or recall
- Describe environmental factors that may affect learning
- Produce a standard evaluation guideline for a call-taker trainee
- Produce the daily observation report that speaks to the standard
- Describe the three parts of the feedback model
- Outline ideas for agency CTO team building
- Describe ideas or techniques described in this course, for building more effective and consistent CTO groups/teams
- Define the general "meets standards" performance definition for most telecommunicator skills for:
    - The affective domain
    - The psychomotor domain
    - The cognitive domain
- List suggested evaluation methods for each of the domains
- Describe basic differences between the concepts of CTO and Adult Training Officer (or PTO) philosophies
- Compare the CTO/FTO San Jose Model to the WA Comm ATM
- Articulate similarities and differences in the way training is conducted with these 2 models
- Describe the three parts of Paul MacLean's Triune Brain Theory
- List three traits of the right brain and three of the left brain in Roger Sperry's Brain Hemispheric Dominance theory
- List seven of the possible ten Multiple Intelligences
- Describe ways in which the trainer can create an environment or materials that target two of the Multiple Intelligences
- Describe 2 ways (each) to deliver training that appeals to each of the primary learning delivery methods
- Describe one primary characteristic of the left-brain and right-brain hemispheric dominance theory
- Describe the general function of the left brain
- Describe the general function of the right brain
- Provide an training example of where the left and right brain are both being engaged simultaneously
- Describe the three parts of the triune brain
- List 2 characteristics of the reptilian brain or brain stem
- List 2 characteristics of the limbic brain
- List 2 characteristics of the neocortex
- Describe one process for creating SEGs and DORs

3. COURSE REFERENCES: Leadership and the One Minute manager (Blanchard/Zigarmi); CJTC's Communications Training Officer Course - 0739; The Accelerated Learning Fieldbook (Lou Russell); *Applied Cognitive Psychology, 2009* - (Wiley publications); *Applied Cognitive Psychology;* Renate Nummela Caine and Geoffrey Caine, *Making Connections: Teaching and the Human Brain*, Nashville, TN: Incentive Publications, 1990; Gagné's Nine Events of Instruction – An Introduction by Kevin Kruse;

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Introductions & Housekeeping

- Emergency contact phone number for the CJTC: 206-835-7300
  - Call after 0500 hours for inclement weather or emergency closure information
- NO Cell phones, pagers, or texting
- Emergency exits
- AED location
- Smoking

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Code of Conduct

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Course Overview

- Review of Adult Learning Principles presented in the CJTC basic CTO course
- Introduction to Accelerated Learning
- Situational "Trainership" model
- Creating effective DORs/SEGs
- Comparing the Adult Training Model (Reno) vs. the San Jose Model
- Roundtable discussion of YOUR real-life training issues or questions

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Welcome to Advanced CTO. We are pleased to have you here and hope that in the next two, intense, active days you will get excited and reenergized about training! Training others in a communications environment is one of the most difficult jobs in a comm center. It requires an incredibly complex set of skills, not just telecommunicator job skills, but advanced cognitive and behavioral skills as well. You are more than just good telecommunicators. You must also be good teachers, coaches, and mentors, entirely different sets of knowledge, skills and traits. Congratulations to all of you who chose to step up to the plate and train, and then further your own knowledge and development by coming to this course.

We can guarantee two things for you. One, ***you will be challenged in this course.*** Some of you may have thought the CTO was challenging with all the information presented on adult learning theory. It was. This course is more so.

The second thing we guarantee: ***If you keep an open mind and allow yourself to think about different ways to train or help your trainee learn, you will come away with a whole new set of exciting ideas about how to make training fun, interactive, exciting, and successful***.

You will already have received as part of your acceptance packet the course learning objectives, the case study/scenario assignment, and units 2 and 3 of the basic CTO course for review, along with the Leadership and the One Minute Manager book. We will have six main areas upon which we will concentrate in this class.

Our main areas of focus will be:

- Review of the basic adult learning principles in CTO – this will be a quick review, but will be essential for success in this course

- An introduction to the concept of Accelerated Learning – what it means to train people in a way that is faster and more effective. Accelerated Learning creates an energized, interactive learning environment that helps training "stick". The goal is for the learner to retain information better, longer, and apply it more effectively *faster*. Accelerated Learning is often used in corporate and technology-based training programs. We have a couple of books that we'll pass around for you to look at, that we highly recommend for you to read or to have your agency purchase for your training program and training your CTOs.

- Situational Trainership model – we will be using Ken Blanchard's situational leadership model in the training setting. Since you will have read the book and studied the principles prior to bringing your essay, you should have found areas that sparked your interest in terms of coaching your trainee and finding ways to modify your trainer behaviors to guide, support and strengthen your trainee's learning.

- Introduction to the modified Reno Model created for communications agencies in Washington state, called the WA Comm Adult Training Model (ATM)

We will compare two different models for telecommunicator training. You have probably heard of the FTO/PTO models. The general CTO model is based upon the San Jose or FTO model for law enforcement training. The PTO or police training officer model is based upon the Reno model. For our purpose, because we are usually not police officers, we will be calling the Reno model – the WA Comm ATM (Adult Training Model). Most of you are probably conducting your training according to the San Jose model. We will be introducing you to the other model because it has a solid foundation in adult learning methods. More and more law enforcement agencies are going to the Reno model, and particularly agencies that have converted their academy training into a problem based learning program, this method of training dovetails into the same set of principles. The CJTC Telecommunicator Program now offers training on the new ATM-called CTO2. APCO just published an article about it and we are getting emails and inquiries from all over the U.S. about the model.

Because most of you probably use the San Jose model for training, the evaluation process includes the creation and use of daily observation reports and Standard Evaluation Guidelines (DORs SEGs). We will talk about ways in which these are created, and maybe give you some ideas on how to strengthen the tool you are currently using.

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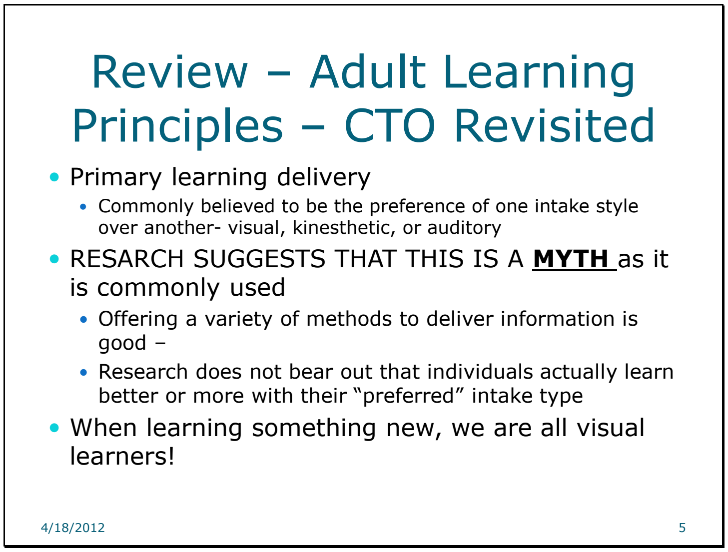

Before we get into a discussion about the different learning theories, here is a caveat. You can assume this caveat applies to ALL the different theories about adult learning that you will discuss in this course. That caveat: ***for every learning theory presented, there are those learning experts who may disagree with it***. They may not disagree with all of theory, but nonetheless, not all experts agree on all theories. What we are presenting to you in this course is a banquet of ideas. Just as each of you has different food needs and preferences, we expect that you will have different needs and preferences within your agency, your program, or just with your trainee/adult learner. Think of the discussions here as tools (or appetizers, entrées and desserts) to add to your toolbox of personal knowledge to help you become a better trainer, instructor, or facilitator.

We are going to tax your brains in the next two days. One of the things we'll ask each of you to do is keep an open mind about some of the theories and information you will have presented to you. You will probably find that some of the information you understand intrinsically, it makes sense to you. Other information you may need to think about and experiment with to see potential benefits in the training arena. Still other information you may just have to try to see if it works for you in the training setting, a bit of a leap of faith.

For those of you who have taken our Communications Center Supervisor course, you will already have read and become familiar with the pre-course reading assignment – Leadership and the One Minute Manager. For those you who had not read the book prior to this course, I hope you have starting thinking about it in terms of what we'll call trainership or what Mr. Blanchard calls "Leadership" in the book.

We are going to start out, by backing away from a concept that was given to you in CTO. This is a concept you will find in almost every book on adult learning or training, but which research now says has little value or effect on training outcomes.

For years, training experts and developers have told us that the auditory, visual, and kinesthetic learning delivery method – are *preferences* for how individuals prefer their

information delivered. However research (Kratzig & Arbuthnot 2006) showed that there was no relationship between the "preferred" learning style and retention or information. Other research (Cook, 2009) involved medical students who focused on sensing versus intuitive learning styles. Again, there was no associate between learning style and instructional method that corroborated this myth.

As a result, Ruth Colvin Clark, author of *Evidence-Based Learning Methods: A Guide for Training Professionals* (ASTD, 2010) makes this recommendation:

> "Do not waste your training resources on any form of learning style-based efforts including instructor training, measurement of learning styles, or training methods that attempt to accommodate learning styles."

She explains that when we learn something new, we are all visual learners. We all receive benefit from relevant visuals added to words. She also states that we all benefit from see a complex visual, such as animation, with an audio explanation. So we are also, all auditory learners.

The most predictive element of learning is that which allows learners to relate to previous experience. It is important for trainers to be able to assess prior knowledge and create lessons that tailor instruction to them and allow for use of appropriate instructional tactics.

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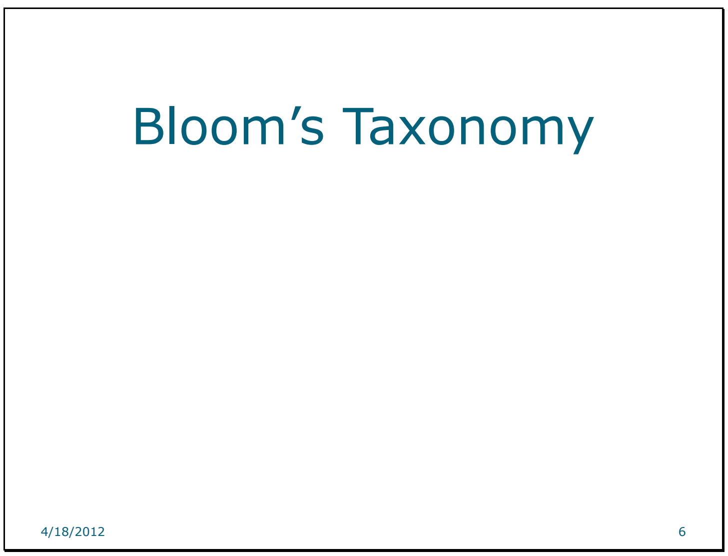

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Introduction to Accelerated Learning

- Defined: changing behaviors (training) with increasing speed”
- Accelerated learning is a *result* of training or education, it is not the means
- LEARNING is the operative word, *not* training or teaching
- Accelerated learning is only learning when the adult learner, or your trainee, *learns* something
- **“LEARNING IS NO LONGER PREPARATION FOR THE JOB…IT IS THE JOB”.**

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As you see there are a number of ways to deliver training that appeal to different learners or even to the same learner, but different learning delivery method.

You will hear us talk about the concept of *accelerated learning*. There are some really good books out there on accelerated learning, one of which, The Accelerated Learning Fieldbook, by Lou Russell, we use extensively in training the Telecom Program cadre of instructors. Russell defines accelerated learning as “changing behaviors (training) with increasing speed”. Accelerated learning is a *result* of training or education, it is not the means. **LEARNING** is the operative word, *not* training or teaching. Accelerated learning is only learning when the adult learner, or your trainee, *learns* something.

Another book, the Accelerated Learning Handbook by Dave Meier has a quote related to accelerated learning. In looking at reasons to have total learner involvement in the training process and “a sense of joy and excitement”, he says “**LEARNING IS NO LONGER PREPARATION FOR THE JOB…IT IS THE JOB**”. Meier makes a strong statement when he says, “do not take any ideas, statements or principles (in this book) as absolute. [Information on accelerated learning] is not the last word about education and training, only a few first words in order to stimulate thought, discussion, and positive action. Use [accelerated learning] as a springboard, if you can, then go beyond it. He says,

“**Accelerated learning is the result achieved not the method used**”.

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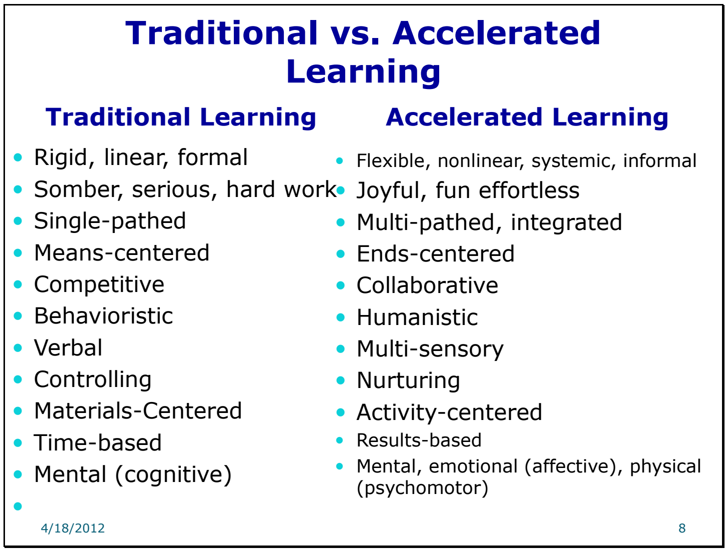

The philosophy and goals of accelerated learning are:

- Creative – ignite your creative imagination
- Honor the diversity of each learning – create a learning environment that allows personal mastery of knowledge and skills
- Enhance learning and long-term retention of information needed to do the job
- Improvement of all learning, including technology or technology-driven learning
- Better on-the-job- performance
- Learner involvement in learning

Both Russell and Meier state the differences between traditional learning environments and accelerated learning environments. They are:

Traditional Learning	**Accelerated Learning**
Rigid, linear, formal	Flexible, nonlinear, systemic, informal
Somber, serious, hard work	Joyful, fun, effortless
Single-pathed	Multi-pathed, integrated
Means-centered	Ends-centered
Competitive	Collaborative
Behavioristic	Humanistic
Verbal	Multi-sensory
Controlling	Nurturing
Materials-Centered	Activity-centered
Time-based	Results-based
Mental (cognitive)	Mental, emotional (affective), physical (psychomotor)

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Multiple Intelligence Theory

- **<u>The original 7 intelligences:</u>**
- **Linguistic/Verbal**
- **Musical/Rhythmic**
- **Interpersonal**
- **Spatial/Visual**
- **Logical/Mathematical**
- **Intrapersonal**
- **Bodily/kinesthetic**

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Howard Gardner a psychologist from Harvard University is the developer of the Multiple Intelligences theory. In the Accelerated Learning Fieldbook by Russell she details information about the intelligences and ways in which trainers can use that information to enhance learning.

Multiple Intelligences

Russell notes in her book, T*he Accelerated Learning Fieldbook:*

"In Paris in 1900, psychologist Alfred Binet created the intelligence quotient test that was used to predict which children would do well in primary school. The IQ test, generally, measured one's ability to learn.

In the 1980s, Howard Gardner challenged the belief that IQ was fixed. Through his work at Harvard University, he worked on the theories that would become his book *Frames of the Mind* (1985). He redefined intelligence as the ability to solve problems and fashion products that are valued in a culture or community. His research showed intelligence as more complex and diverse as well as less fixed than originally thought.

He developed a list of seven intelligences. Eventually he researched an additional three aptitudes. He believes that all of the intelligences have equal importance. No one is more important than any other, and most people are strong in three or four of the initial seven, and can improve in the other three or four. Multiple Intelligences or MI are now being considered in the world of adult learning and facilitation."

Gardner says that intelligence is "the capacity to solve problems or to fashion products that are valued in one or more cultural settings" (Gardner and Hatch, 1989).

- He reviewed literature and current thinking and applied eight criteria of intelligence:
- The intelligence could potentially be isolated by damage to the brain – in order to qualify as "intelligence", the effect of brain damage would or could affect that "intelligence".
- The fact that persons labeled as "prodigies", exceptional/gifted, or "idiots savant" live in our world is a sign of other forms (other than IQ) of intelligence exist.
- Some intelligences are identifiable by a set of operations or core operation
- An "intelligence" appeared to have a distinctive history of development and end-result performances

- Some intelligences may indicate an evolutionary history or plausibility
- The theory of Multiple Intelligences is supported by psychometric theories. *Psychometrics is defined as: The branch of psychology that deals with the design, administration, and interpretation of quantitative tests for the measurement of psychological variables such as intelligence, aptitude, and personality traits. Also called psychometry.*
- The theory is supported from experimental psychological tasks
- The intelligence had a susceptibility to encoding in a symbol system (Gardner, 1983: 62-69)
- Russell describes the components of intelligence and the initial seven intelligences in *The Accelerated Learning Fieldbook:*
- He defined the criteria for determining a component of intelligence. The criteria were:
    - **The intelligence would have to be measurable**
    - **The intelligence would have to be valued by the person's culture**
    - **The intelligence would be a strength that people defaulted to when they were being creative or solving problems**

<u>The original 7 intelligences:</u>

- Linguistic/Verbal
- Musical/Rhythmic
- Interpersonal
- Spatial/Visual
- Logical/Mathematical
- Intrapersonal
- Bodily/kinesthetic

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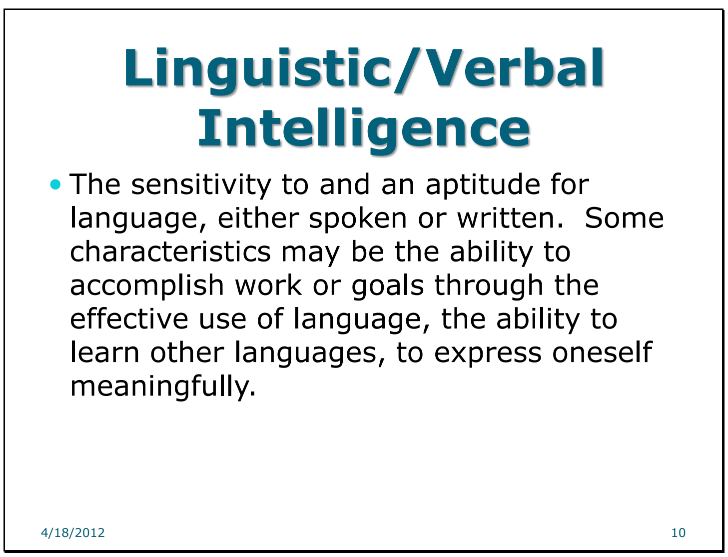

Linguistic/Verbal Intelligence involves the sensitivity to and an aptitude to language, either spoken or written. Some characteristics may be the ability to accomplish work or goals through the effective use of language, the ability to learn other languages, to express oneself meaningfully. Examples of persons who have high linguistic intelligence are writers, orators, poets, and lawyers.

Russell suggests using these methods to reach learners with high linguistic/verbal intelligence:
Sample teaching techniques for Linguistic/Verbal Intelligence

- Write
- Read

- Journal for reflection (Consider asking each course participant at the end of each day to write down one take-away they received from the class that day – Have them share the take away after they write it down)
- Give learners word-search crossword puzzles
- Compose poems and raps

Other suggestions:

- These individuals may do well acting as the "spokesperson" for a group reporting out on their activities.
- They may make compelling verbal arguments for their position during group consensus building exercises.
- They may have a *need* to verbalize their thoughts, ideas, and feelings about training issues.

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Musical/Rhythmic Intelligence – involves the skill or aptitude to perform, appreciate, or compose music. It includes the ability to compose or understand musical rhythms, patterns, tones, and pitches. Gardner believes that musical intelligence runs in an almost structural parallel to linguistic intelligence.

Lou Russell makes these suggestions for acknowledging musical intelligence in the classroom:
Sample teaching technique for Musical Intelligence:

- Play music in class
- Create a rap, poem or song
- Perform choral readings (see "performance" in the Appendix)
- Sing new terminology and means to common melodies

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Interpersonal Intelligence

- The ability that allows persons high in this intelligence to understand other's motivations, needs, intentions, etc. It allows these individuals to work effectively with others.

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Interpersonal Intelligence is the ability that allows persons high in this intelligence to understand other's motivations, needs, intentions, etc. It allows these individuals to work effectively with others. Persons with strong interpersonal intelligence may be ***trainers***, educators, politicians, counselors, or clergy.

Russell suggests:
Sample teaching techniques for Interpersonal Intelligence:

- Work in teams or pairs (limit 2 to 5)
- Provide ground rules for group work that emphasize collaboration vs. competition
- Change leadership roles often on teams
- Meet together as groups for a minimum of half a day then change teams
- Assign mixed groups, according to gender, culture, background and experience
- Perform team role plays
- Other techniques:
- Have the trainee do a teach-back – changing roles, allowing you to be the learner
- Have trainees work cooperatively with each other during the training process, when you have multiple trainees
    - Provide them assignments to interview other comm center employees to gain information for an assignment

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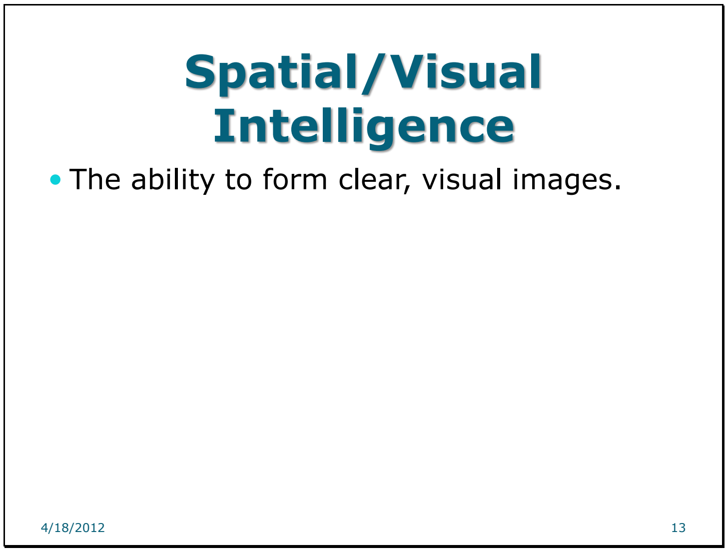

Visual/Spatial Intelligence – the ability to form clear, visual images. This is particularly useful to telecommunicators who learn to visualize what is happening in a phone call or in the field. Being able to "see" in one's mind's eye what is happening can be a useful tool.

Lou Russell's suggestions:
Sample teaching techniques for Spatial/Visual Intelligence:
Illustrate with charts and diagrams
Use window pane agenda
Use a logistics poster
Guide learners in visualization and imagery

Other techniques:

- Have trainees draw memorized jurisdictional boundaries on a map
- Have them study a map looking for specific features, then have them place those features on a map where no features are listed (fire stations, hospitals, etc.)
- Have them mind-map for a given area of study –definition of mind map: A **mind map** is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

Russell also suggests:

Spatial/visual learners will need the environment to be aesthetically pleasing. Computer-generated project may be too fancy and may interfere with their learning by distracting them with the glamour of the media.

Peripheral learning (putting learning points on posters around the room before and after the material is covered in class) works well for visual/spatial learners. There are studies showing increased retention when peripherals are used. These can also be used to "touch" as an energizing exercise – particularly useful after lunch and for kinesthetic/bodily learners.

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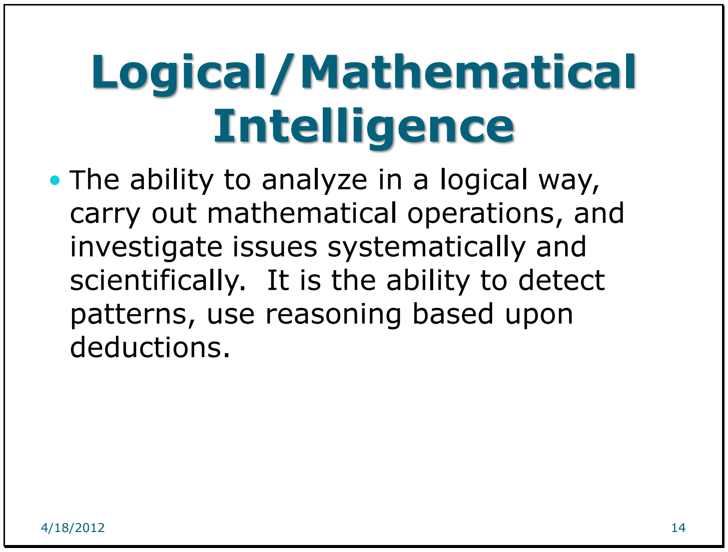

Logical/Mathematical Intelligence is the ability to analyze in a logical way, carry out mathematical operations, and investigate issues systematically and scientifically. It is the ability to detect patterns, use reasoning based upon deductions. Examples of this are those individuals involved in "scientific thinking". These individuals explore patterns and relationships, conduct experiments, ask questions and enjoy well-ordered. They classify information looking for patterns and basic premises.

Russell suggests:
Sample teaching techniques for the Logical/Mathematical Intelligence:

- Use checklists
- Detail pros and cons
- Include numerical summaries and research results
- Assign logic problems
- Draw flowcharts with cause and effect
- Other techniques:
- Provide detailed outline of the training topic
- Have them analyze information
    - Analyze calls immediately after taking them
    - Analyze CAD entries
    - Analyze and apply certain SOPs with complex case studies
- Have them use logic to problem-solve training issues
- Ask them to compare and contrast objects and ideas

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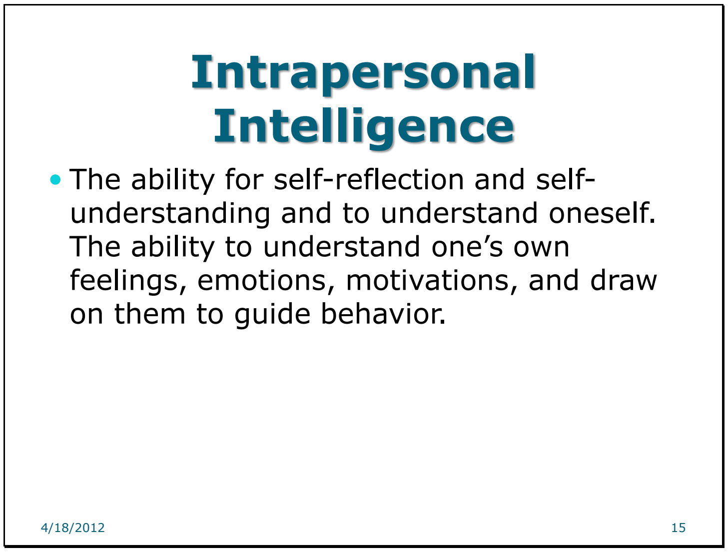

Intrapersonal Intelligence is the ability for self-reflection and self-understanding and to understand oneself. The ability to understand one's own feelings, emotions, motivations, and draw on them to guide behavior.

The *Accelerated Fieldbook* says:
Sample teaching techniques for Intrapersonal Intelligence:

- Ask learners to set objectives and prioritize them individually
- Journal for reflection
    - YOU will be using reflective learning journals in this course
- Use guided imagery for intrapersonal review
- Debrief with individual reflection before team discussion
- Balance time alone and team time

Intrapersonal and interpersonal are not mutually exclusive aptitudes.

Other techniques or suggestions:

- Persons who are high in intrapersonal intelligence may prefer to work alone or appear to be introverts. They are highly self-aware. Philosophers would be individuals who fall into this category.
- Give these learners time to reflect and process information
- Because they are more self-aware – encourage discussion about topics such as fears, concerns, etc. Allow them to tell you how they think they might learn best.
- They may have a tendency toward perfectionism – provide them support and encouragement that is *real* and allows for reflection.

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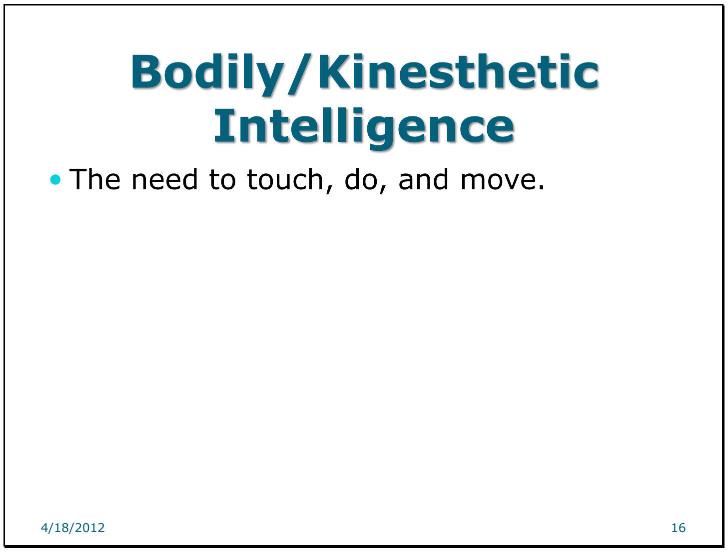

Bodily/Kinesthetic Intelligence is the need to touch, do, and move. These are your highly kinesthetic learners. It is the ability to use mental aptitudes to coordinate bodily movements.

Lou Russell's suggestions:
Sample teaching techniques for Bodily/Kinesthetic Intelligence

- Role-play
- Simulate through games
- Move seating often
- Use action and emotion-packed stories and metaphors
- Assign scavenger hunts
- Pass out laminated cards/job aids (tactile)
- Find a way to keep the fidgeting kinesthetic learner safe. Toys, candy, note cards and colored markers to write with, all provide the KL a safe, self-contained way to process

Other techniques:

- Allow doodling
- Take stand up, move around breaks
- Give them physical manipulation time – while learning to take calls, let them type in the call
- While learning to dispatch fire, let them set off the tones or select frequencies/repeaters

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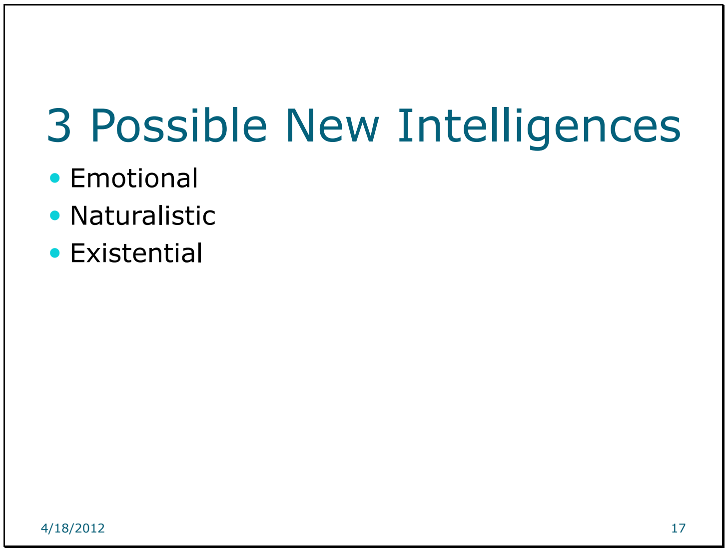

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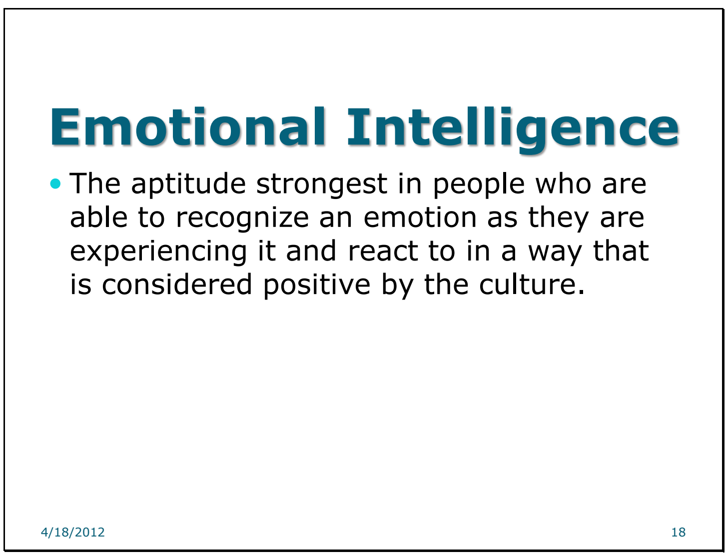

Emotional Intelligence is the aptitude strongest in people who are able to recognize an emotion as they are experiencing it and react to in a way that is considered positive by the culture.

Sample teaching techniques for Emotional Intelligence:
Us thorough debriefing, including emotions (How do you feel about that?

- Use music to calm or provoke emotions
- Draw situations to reveal true thoughts
- Use guided imagery for intrapersonal review
- Encourage individual reflection before team discussion
- Balance time alone and team time

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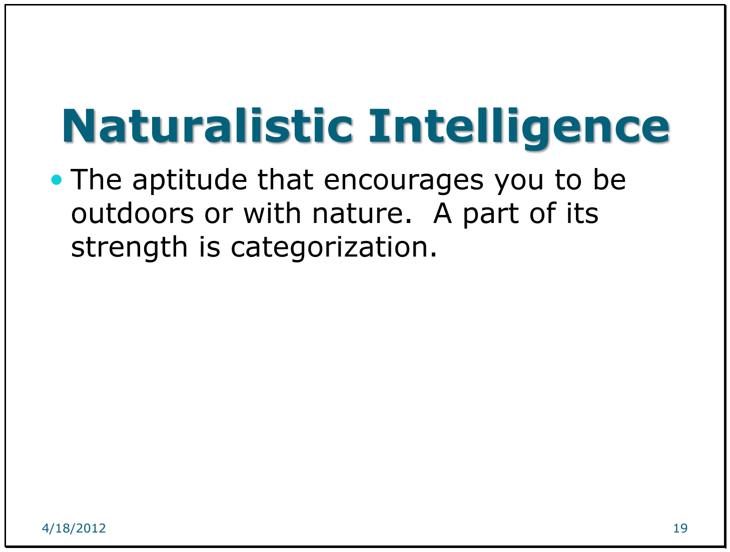
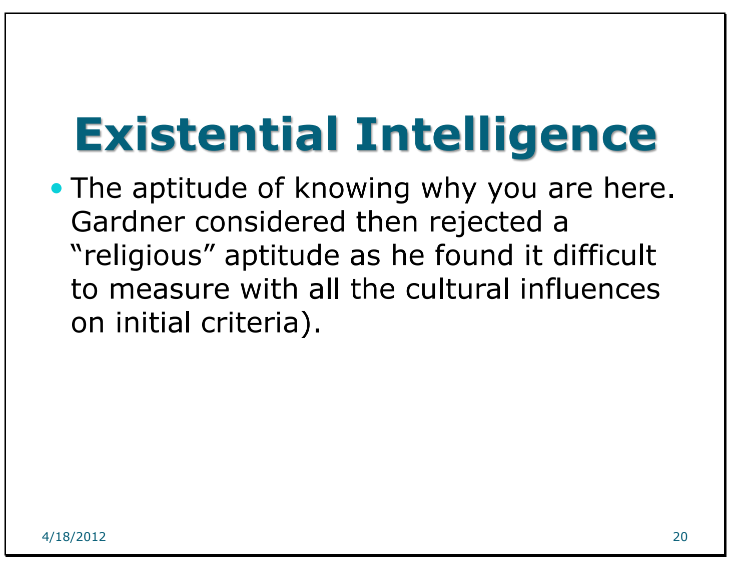


Naturalist Intelligence is the aptitude that encourages you to be outdoors or with nature. A part of its strength is categorization. Hierarchical categorization happens at the start of every class or workshop, with learners jockeying for position in this new team setting. A good learning facilitator neutralizes this activity by assigning seats or mixing up teams as soon as possible.

Sample teaching techniques for Naturalist Intelligence:

- Do a few of the exercises outside
- Take nature breaks with one lap around the building
- Bring fresh flowers to class
- Place live plants around the room
- Hang nature scenes on the walls
- Open the blinds and let the outside in

Slide 20

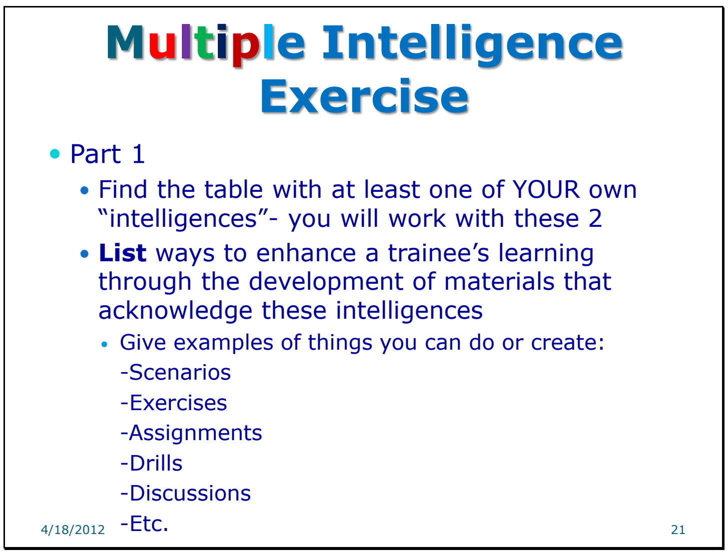


Existential Intelligence is the aptitude of knowing why you are here. Gardner considered then rejected a "religious" aptitude as he found it difficult to measure with all the cultural influences on initial criteria).

Sample teaching techniques for Existential Intelligence:

- Create personal mission statements
- Debrief thoroughly, including emotions (How do you feel about that?)
- Use guided imagery for intrapersonal review
- Debrief with individual reflection before team discussion
- Balance time alone and team time
- Reinforce shared mission, vision, and values

Slide 21



Multiple Intelligences Exercise, Part 1.

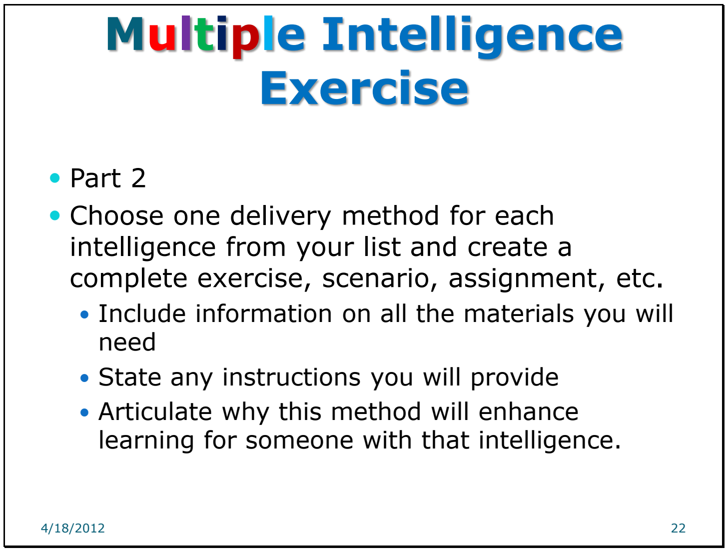
We are going to take then next 45 minutes or so and work on a couple of exercises at your tables.

First, we will be handing out to each table, 2 of our Multiple Intelligences. We've written them down 2 Intelligences per table. We want you to get up, walk around and read them, then pick a table where at least one, if not both, of the Intelligences is one that you think is one of your own personal Intelligences. Try, if you can, to find tables that are short of folks, so we have enough participants at each table.

Your first assignment will be to review the information in your student manual about the description of the Intelligence. Then we want you to make a list of possible ways in which you could acknowledge this Intelligence to a trainee through exercises, materials, assignments, discussions, etc.

An example of what we are looking for might be for the Musical Intelligence, you might list: When appropriate play music quietly in the background during classroom sessions, at breaks, etc. List ways in which you think you can work with an Intelligence that might fairly strong in your trainee. Take **10-15 minutes** to create your two lists.

Slide 22

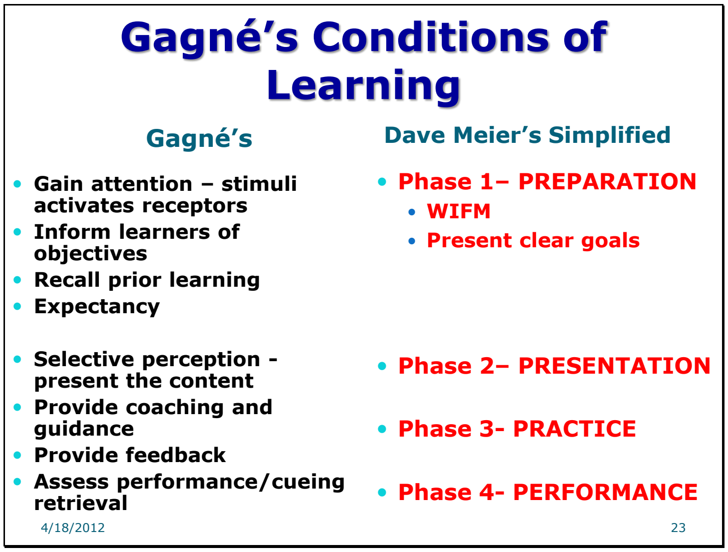


We are going to have each table create at least two, real-life tools to use with trainees who may have a particular skill or "Intelligence". Each table already has created ideas for methods to acknowledge two of the Multiple Intelligences. Feel free to take a look at the earlier list you compiled when we had the exercise on ***Fieldbook***. You can also use the information we provided in the debriefing of Part 1 of this exercise where we left room for you to take notes in your student manual.

We want you to create an exercise, scenario or project for your trainee with the particular intelligence we've assigned to you. We want you to put thought and work into the creation of the training assignment for them. You will need to list everything you will need for the delivery method/assignment. You will also need to articulate why this method would be appropriate for a trainee with that particular intelligence.

You will be **20 -25 minutes** to complete both of them. We will have you create specific directions about how the trainee is to complete the project or assignment. After all of you have reported out, we will attempt to write down all of your work products and compile them to give back to you as a place to start, if you choose, creating these types of training projects using the Multiple Intelligences as one theory in training adults.

Slide 23



Let's move away from the learner or trainee for just a moment, and talk about the trainer.

We're going to look at a gentleman who has provided the adult education profession with information on a process and way to teaching adults that is still conventionally used today even though some of his initial research and findings came out of the forties, fifties, and sixties.

Conditions (Phases) of Learning:

Robert Gagné (pronounced GAWN-YAY) is considered the foremost researcher and contributor to the systematic approach to instructional design. He came up with what he called The Conditions of Learning – you'll hear us use a more simplified version that is described in Dave Meier's the Accelerated Learning Handbook, called the Phases of Learning.

Gain attention – stimuli activates receptors – Dave Meier in his Accelerated Learning Handbook calls this- **Preparation Phase 1** –or arousal of interest. Might be called WIFM, but essentially is a hook intro that grabs your trainee or learner's interest and excitement or positive feelings about learning. It occurs before actual learning.
Inform learners of objectives- Still Meier's Phase 1 – Preparation Phase

- **Expectancy** – the learner expects that something positive will happen as a result of the learning.
- This phase is also used to inform learners of **objectives for the learning topic.**
- ***<u>This phase also encourages recall of prior learning</u>***- the process of retrieval and activation of memory. Prior learning or experience may come to mind during this phase – or the trainer/facilitator stimulates those associations. When people understand that while the topic may be "new", the experience, feelings, or knowledge involved may not be new, it can reduce fear and stress associated with learning a new skill or acquiring new knowledge. As a CTO YOU can help your trainee feel comfortable and excited about the new knowledge s/he will acquire.
- Learners should be presented, clear, meaningful goals.
- There should be NO surprises in the expectations of performance a trainee has been given (verbally and in writing – APCO's revised Project 33 Telecommunicator Minimum Training Standard clearly states that all trainees have clear written and verbal messages about training and performance expectations).

- Benefits to learners – when goals (the "what") and benefits (the "why") are discussed with trainees, it gives them a better understanding of what (the goal) is expected of them and the benefit (the why) of learning the new material. "People learn for personal payoffs". They also want to know *why* they need to learn the material – again, what's in it for them.

Selective perception -present the content (Meier calls it Phase **2 -Presentation** – the initial encounter of new knowledge or skill).

- This is where content should be "chunked" or organized in a way that is useful to the trainee. It may be presented, discussed, demonstrated by the trainer, and then demonstrated by the trainee. This is where you will mix up the way you offer information. You will hit kinesthetic, auditory, and visual delivery methods. You may use audio recordings, video, web-based research and information gathering, interviewing, reading, short lecture, and lots of demonstration.
- Build from simple concepts to more complex concepts and tasks.

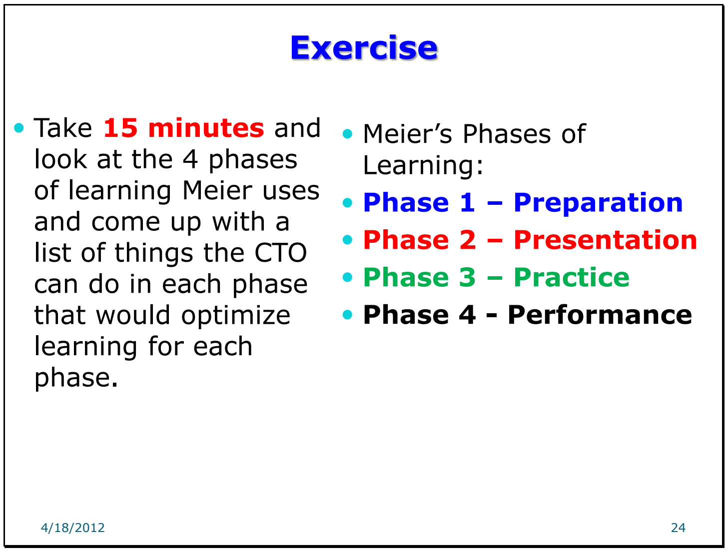
Provide coaching and guidance to "encode" information for long-term storage. **Meier calls it Phase 3 – Practice**

Use of examples, case studies, problem-solving, scenarios
Relate it to previous knowledge and experience. – The integration of new knowledge or skill
Provide the learner with learning strategies
Keep color-coded small notebooks
Journal daily- what went well; what was a challenge; how the trainee or trainer feels about progress; what was observed that was new; what was learned that relates to previous learning and how the two relate
Provide relevant, specific, honest feedback
Use the feedback model, Get, Give, and Discuss
Should be *IMMEDIATE, SPECIFIC, & CORRECTIVE*
Should allow for additional practice after feedback has been given
Create a safe environment – they WILL make mistakes
Use those *as teachable moments* – set up the expectation that you will use these moments and that they aren't fatal
Learner demonstrates what they are learning
Reinforce successful experience

Assess performance/cueing retrieval – Meier calls this **Performance – Phase 4**
The trainee applies the new knowledge and skill in real-life situation – call taking, dispatching, etc.
Uses appropriate problem-solving and decision making
Shows reasonable judgment
Synthesizes information from various sources to come up with a generally acceptable response

If we use Meier's 4 phases (rather than Gagné's 8-9 phases) then we can look for positive ways to impact each phase.

Slide 24



Scribe each phase separately on an easel chart. Compare to suggestions excerpted from Meier's Accelerated Learning Handbook and other anticipated responses below:

Possible responses:

Phase 1 – **Preparation**
The goal of this phase is to get the trainee interested in the training or training topic, reinforce positive feelings, get them prepared to participate, let them know what to expect, and allow them to be comfortable in the training process.

Positive physical, emotional, social environment (Discuss what this looks like)

- Remove barriers to learning
  - No sense of personal benefit
  - Fear of failure/test anxiety/ embarrassment
  - Fear of participating/sharing
  - Fear of change
  - Lack of interest in the material
  - Forced attendance
  - Personal distractions
- Get trainees curious and interested
- Get them involved in their own learning
- Discuss what's in it for them- have them tell you what's in it for them
- Set clear expectations
  - Written and verbal information on the training program
    - What to expect
    - What the short and long-term performance expectations are
    - Provide a mechanism for the trainee to go to a superior if there is a problem they cannot resolve with you – everyone needs to know there is an appeal process. Use it – it will be your friend more likely than not and provides the learner a fair, defensible process by which they can carry concerns upward.

- Be clear on expectations about the trainee being responsible for his/her own learning. Include discussion about timeliness, expectations about work product or projects and feedback model. Be specific about your expectations about the level at which you want the trainee engaged in his/her training.
- Provide any learning objectives and clear description of evaluation tools and methods (DOR, SEG, evaluator, journal, etc.)
- Work rules and expectation
- Work site or facility information
  - Where everything is
  - Emergency plan, evacuation, contact phone numbers
- Behavioral expectations
  - Interaction with co-workers, responders, management, public
  - Get co-workers involved in creating a positive social environment for the trainee
- Agency mission, values and goals and how they are "lived"

One of the interesting things about the Dave Meier's book, is that it goes into great detail about each of these phases and includes what he calls an "idea treasure chest". We'll take a look at the treasure chest for the preparation phase here, but encourage you, if you have an interest in pursuing more information about his ideas, that you purchase the book *The Accelerated Learning Handbook*.

Meier's "Idea Treasure Chest" related to Preparation phase
(Excerpted from Dave Meier's Accelerated Learning Handbook)McGraw-Hill, 2000)

- Hold an open house for trainees in advance of the training
- Give trainees questions in advance of the class, ask them to find the answers, using staff, or research
- Have them complete all pre-hire paperwork (selection of benefits, emergency contact info, and all required information) prior to the first day new hires report. Consider this the first observation of individuals to see how prepared they are.
- Call new hires in advance of their first day and welcome them to the agency
- Contact other persons who will be training, in advance, talk to them about the benefits of the training they will be receiving (incumbents, remedial, new technology training)
- Send out information about main topics, concepts, and agency philosophy
- Get them excited about working in public safety
- For incumbent, in-service training, have participants write down their main goal or what they want out of the training
  - Put the learning goals on charts and review them during the training
- Using tape, roll paper, yarn or other material that can be elongated, create a "continuum" on the wall – one end designated as important, the other as unimportant. As you read each goal or objective, ask people to stand at the position on the continuum that represents their feelings about the importance of that goal for them.
- Ask people to complete and sign a learning contract prior to the start of some type of training. The contract guides them by specifying outcomes of what they want and what they are prepared to do to achieve those outcomes.

Phase 2 – Presentation
The goal of this phase is to provide new learning information and materials in a way that the learner uses all their senses and learning delivery methods, as well as keeps the delivery interesting, energized and relevant. Ways to accomplish this:

- Appeal to all the trainee's knowledge, experience, and background
- Create interactive training
- Use color, visual graphics/art, reading materials, job aids/cheat sheets, AV and audio materials
- Involve movement, hands-on demonstration
- Find ways and persons with whom the trainee can brainstorm and collaborate

- Use real-life scenarios, role-plays, and examples
- Create problem-solving exercises
- Find ways in which the trainee can participate as part of a team

Phase 3 – Practice
The goal of this phase is to help solidify the acquisition of skills and knowledge. You can do this through:

- Games
- The "do" portion of the tell-show-do model
    - Trial, feedback, reflection, re-trial
- Learning simulations (phones/radio)
- Problem solving activities
- Skill-building practice activities
- Teach-backs
    - Have them show you or show each other (trainees)
- Trainer/trainee or team dialog and discussion
- Individual reflection/articulation (journal)
- Collaborative (group) teaching and review

Phase 4 – Performance
The goal is to support the trainee's application of the new knowledge and skill – applying them to the job. Look for continued improvement in skills and application of knowledge. You can do this through:

- On-the-job application – allow them to do (take calls, work radio)
- Reinforcement activities (continuing education, in-house training classes, re-read CAD or equipment manuals)
- Post-session reinforcement activities (review applicable policy/procedures specific to events or calls; review with feedback handling of calls; provide direction and review of resource materials related to recent calls or events)
- Coaching and support
- Involve peers – co-workers or other trainees as support
- Offer agency support to help in improving performance
    - Additional training
    - Remediation
    - Assistance in reaching improved performance or development goals for individuals

Summary of the Conditions of Learning

By breaking down your training "routine" or lesson plans, you can plan to include many different types of activities that will appeal to a greater range of individual learning preferences. You should be able to create and develop a rich set of exercises, job aids, assignments, and present information is a useful and preferred way so that your trainee comes away with "stickier" training!

Slide 25

Other Brain/Learning Theories Considered in Accelerated Learning

- Triune Brain (Paul MacLean)
- Hemispheric Brain Dominance (Right-Brain Left-Brain) (Roger Sperry)
- Whole Brain (Ned Herrmann)

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Triune Brain

- R-Complex (reptilian brain)
  - Oldest part of the brain
    - Brain stem and cerebellum
  - Responsible for most primitive functions
    - Survival
    - Reproduction
    - Socialization dominance
    - Ritualistic
    - Obsessive
    - Paranoid
    - Compulsive
    - Watchful or signs and symbols

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We're going to only briefly touch on a couple of other areas considered in a program that uses Accelerated Learning methods.

First, we'll discuss information that is detailed in Lou Russell's book, *The Accelerated Learning Fieldbook, Pfeiffer (Wiley) 1999.*

Lou Russell brings up three other theories about the brain and learning that she discusses in her book.

Paul MacLean's Triune Brain theory, which has now been challenged due to technology and the ability of CT scans and MRIs to see into the brain, postulated, suggested that the brain had three main physically distinct areas. While the physiology has been contested and challenged, but functionality of the brain as it relates to these concepts has not.

MacLean separated the brain into three parts:
The brain stem/cerebellum or "reptilian" brain (oldest and most primitive part of the brain) he called the **R-complex**

- This part of the brain's purpose is *survival*. It deals with digestion, reproduction, circulation, breathing, and the fight-or-flight response used for survival.
- This part of the brain controls the establishment of "territory", reproduction and social dominance
- It can be rigid, obsessive, compulsive and ritualistic
- It controls muscles, balance and autonomic physical functions such as heartbeat and breathing
- It is the part of the brain that is active, even during deep sleep

We call it the R-complex for "reptilian". What does "reptilian" conjure up for you in your imagination?

Could you imagine where this part of the brain might trip up an adult learner? If we look at this part of the brain as the "gatekeeper" responsible for behaviors that help us survive when we are threatened, then you can perhaps see where when the adult learner is "threatened" due to the possibility of embarrassment, confusion, shame, etc., that the gatekeeper shuts down extraneous information (learning, in this case). It focuses, instead on the body's fight or flight response. Since it's unlikely your trainee will "flee" from the immediate area, however, you may well be left with a person, who for the time being, has had all ability to learn, perceive and retain information shut down.

MacLean's two higher order parts of the brain, the limbic brain and the neocortex, have blood flow decreased to them while blood flow is increased and rushed to the reptilian area and inner large muscle groups in preparation for fight or flight.

For any of you who have seen a complete shutdown of learning occur with a trainee, you can maybe have a better understanding of the physical process that was taking place with the trainee at the time.

Tell me ways in which our training may be set up so that there may be landmines inadvertently placed in the training environment that could trigger a shutdown of learning. Trainees who are reluctant to speak up or share information – perhaps an early childhood learning event that was painful and has created unresolved fear in speaking in groups, etc.

Russell talks about "learning ghosts" or events that have happened in our lives that can be very difficult to overcome. She gives an example of having to memorize prepositions. Having a teacher who taught through intimidation and fear and who would humiliate students in front of peers if they failed to memorize, she found that she could recite prepositions without fail, but couldn't recall what a preposition was or the rules of English to which prepositions applied. Very little learning occurred, even though she could regurgitate information, but it was information out of context or meaning and not really usable.

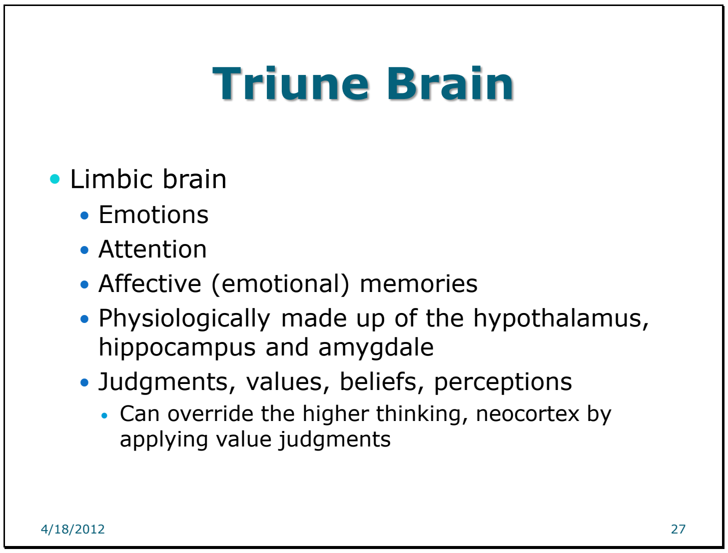
Because the R-complex is geared toward survival mode, it is always on the lookout for perceived threats and danger. One of the ways it interprets the world is through symbols. Think about red or green lights, stop signs, marketing icons, etc. Some of these symbols are linked to emotion and as such, instructors can learn to use symbols as powerful learning tools.

The reptilian brain is responsible for:

- How we view our "territory"
- Basic bodily functions, digestion, reproduction, breathing
- Social dominance
- Stress responses
- Obsessive, ritualistic, rigid, paranoid, compulsive behaviors

- Prejudice
- Resistance to change

Slide 27



The second part of the Triune Brain is called the Limbic Brain or paleomammalian brain. This part of the brain allows us to feel emotion, have instincts, etc. When this part of the brain is stimulated with mild electrical current, various emotions such as fear, joy, rage, pleasure and pain are produced. This part of the brain appears to house emotions, attention and affective (emotional) memories. Physiologically it is made up of the hypothalamus, hippocampus and amygdale.

What happens when a very negative emotion is processed through the limbic brain?
The R-complex "gatekeeper" closes the gate

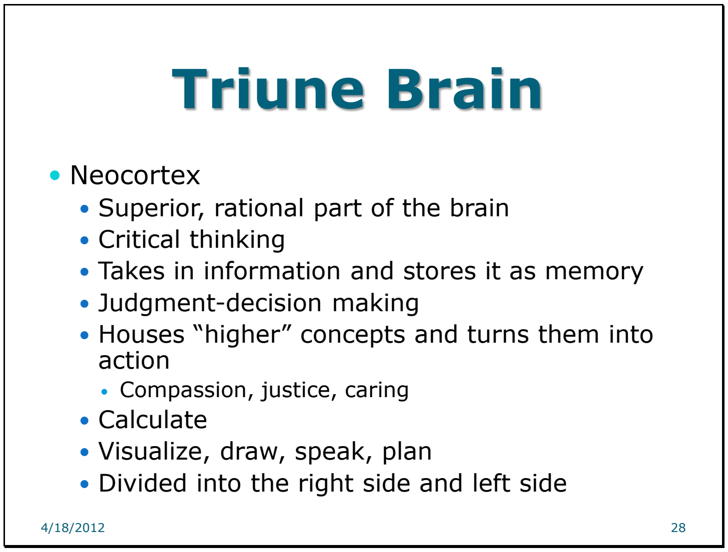
The triggering of endorphins through positive emotions is an effective way to enhance learning. It should come as no surprise that laughter has been found to improve learning as well.

Paul MacLean has been quoted as having said he saw great danger in the power of the limbic system. These parts of the brain tend to be the area where our value judgments lie rather than the more advanced Neocortex, which is the third area of the Triune Brain. The limbic brain decides if the higher-thinking neocortex is "right".

In her *Accelerated Learning Fieldbook* Lou Russell says:

- The limbic brain helps people learn and experience:
- Safekeeping modes
- How to bond socially with professional peers, friends, and family
- Sexual feelings
- Emotions, painful and pleasant
- What is truth (as the person perceives it)
- Historical, context-rich memories
- Long-term memory

Slide 28



The third part of the Triune Brain theory is the Neocortex sometimes referred to as the neopallium or superior rational brain.

MacLean called this part of the brain "the mother of invention and the father of abstract thought".

This is the "thinking" part of the brain that is critical to learning. It is what humans and higher order primates have that distinguishes them from other animals. It is the ability to take in and process information then store it as memory. It is where judgment is exercised. This is where Russell says "the neocortex can turn concepts such as compassion, justice, and caring into concrete actions".

This is your problem-solving center.

Russell says:
The neocortex helps you:

- Think, reflect, and be mindful
- Solve problems, and calculate
- Write, draw, and speak
- Plan strategically and work on scenarios for the future
- Visualize and imagine
- Read, translate, and compose
- Draw, sing, and perform

The Neocortex is divided into the right side and the left side. This is the basis for the Hemispheric Brain Theory, or the Left-Brain Right-Brain theory.

While this is the higher thinking part of the brain, it can be "hijacked" by the two more primitive parts of the brain when fear or strong negative emotion are triggered or strongly held beliefs are challenged.

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Roger W. Sperry conducted experiments on the two sides of the brain or "split brain" during the 1960's. He was awarded a Nobel Prize for his work in Physiology or Medicine in 1981. His theory, in a nutshell was (excerpted from Nobel.org):

> The studies demonstrated that the left and right hemispheres are specialized in different tasks. The left side of the brain is normally specialized in taking care of the analytical and verbal tasks. The left side speaks much better than the right side, while the right half takes care of the space perception tasks and music, for example. The right hemisphere is involved when you are making a map or giving directions on how to get to your home from the bus station. The right hemisphere can only produce rudimentary words and phrases, but contributes emotional context to language. Without the help from the right hemisphere, you would be able to read the word "pig" for instance, but you wouldn't be able to imagine what it is.

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Hemispheric Brain Dominance

LEFT BRAIN

- Identifies objects by name
- Logical
- Detail-oriented
- Facts-focused
- Words & language
- Present & past
- Math & science
- Comprehension
- Knowledge
- Acknowledges
- Order/pattern perception
- Reality-based
- Forms strategies
- Practical
- Safe
- Mathematical skills
- Written language skills
- Reasoning
- Verbal skills
- Right hand control

Right Brain

- Knows how the object works
- Uses feeling
- Big picture-oriented
- Creative/imaginative
- Symbols & images
- Present & future
- Philosophy & religion
- "Gets it" the larger meaning
- Belief
- Appreciates
- Spatial perception
- Fantasy-based
- Presents possibilities
- Impetuous
- Risk-taking
- Insightful
- 3-D forms
- Art awareness
- Music awareness
- Left hand control

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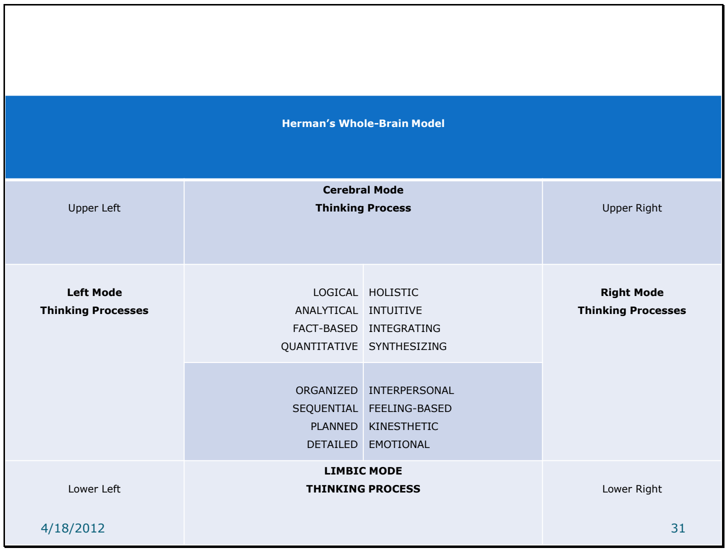
Even with a Nobel-prize, there is some controversy over this theory. John McCrone, writing in the New Scientist magazine in July 2000, said the notion of RB-LF dichotomies has been proven false by more recent brain scan research. The later functions as listed are an over simplification of reality. Both hemispheres function together in much more complex ways. Again, that does not mean the information about RB-LF isn't useful, it is just more complex.

For this reason, using tools such as accelerated learning to engage *both* sides of the brain simultaneously can create a much richer learning experience.

Slide 31



The Whole Brain theory was proposed by Ned Herrmann who worked with MacLean's Triune Brain model and Sperry's Brain Hemispheric Dominance work. He subdivided the brain into four quadrants. He has created an assessment tool that measures not only hemispheric dominance, but also the intensity of all four quadrants.

His Whole-Brain Model encompasses the brain this way: (refer to graphic)

Lou Russell sited a very interesting presentation conducted in the early 1990s by a music and learning researcher named Don Campbell. At an International Accelerated Learning conference, he asked for volunteers who believed that they were "tone deaf".

He stood in front of them and sang a note, asking them to match it, which none of them could do.

He then stood in front of them, sang the note, which they couldn't match again, but then moved toward their left ears while still singing the note. Each person tried to match the note again, and slid into the note this time.

He explained that matching a musical tone is the role of the right side of the brain. The right side of the brain controls THE LEFT SIDE OF THE BODY including about 70% of what is heard through the left ear. He overcame a hearing dominance by moving to the volunteer's left ear. When he was standing in front of them initially, the right ear (left brain) was hearing better than the left ear (right brain). As he moved toward the ear controlled by the side of the brain (right side) that is responsible for music they were able to hear and match the tone.

Consider the possibility that trainees who seem to have trouble listening, might do better if you presented verbal information into the other ear. Have them move to the opposite side of you as you are sitting at a console and see if there is any difference. Have them change the ear in which the headset is worn.

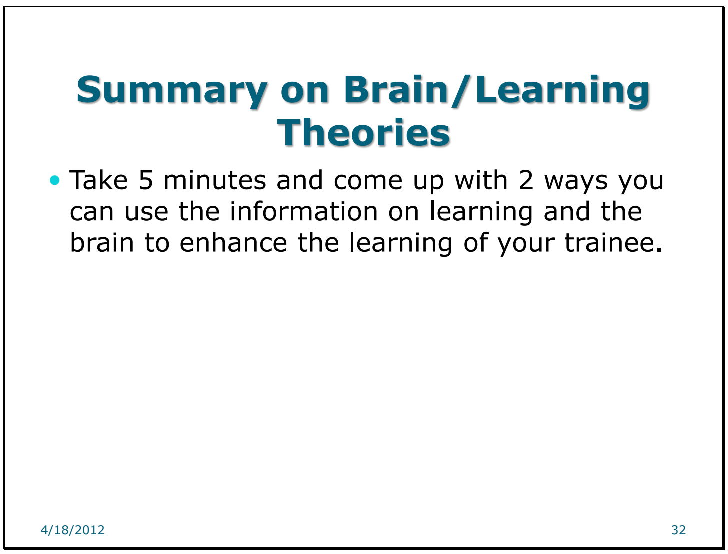
Ned Herrmann has written books on how to predict career success by using brain profiles and applying the four brain quadrants in the business setting. His organization continues to do research around his theory.

For the trainer, the Whole Brain theory means:

Mix it up

Be aware of your own learning preferences and attempt to bring other preferences into the learning environment (just because you like to learn through reading, doesn't mean everyone does!)
Use big picture approaches as well as detail-oriented approaches when providing information on the same subject
Use movement, cross-lateral energizers to wake up different hemispheres of the brain
Consider the use of music in the classroom
Create exercises and games that have structure *and* flexibility

Slide 32



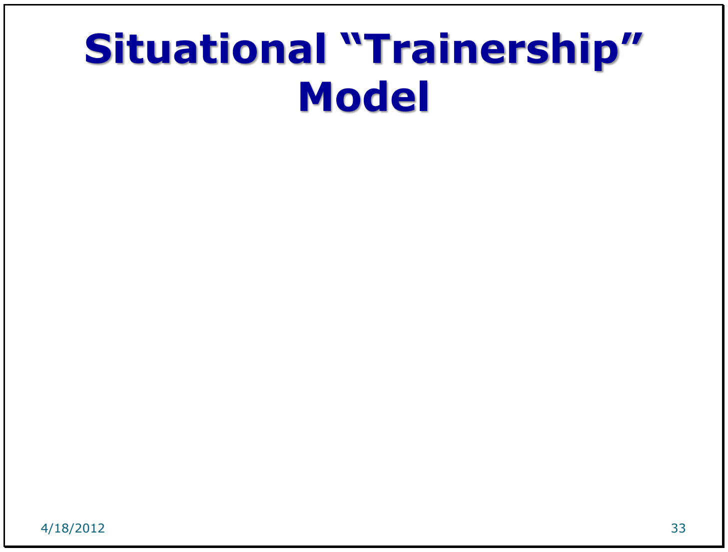
Summary

So now that we have taken a very brief look at different ways in which researchers have theorized the way the brain is made up (or learns), how can this be useful to you?

Short Group Exercise

Each group has **5 minutes** and come up with 2 ways in which they would use the information just presented, to enhance the learning of their trainee.

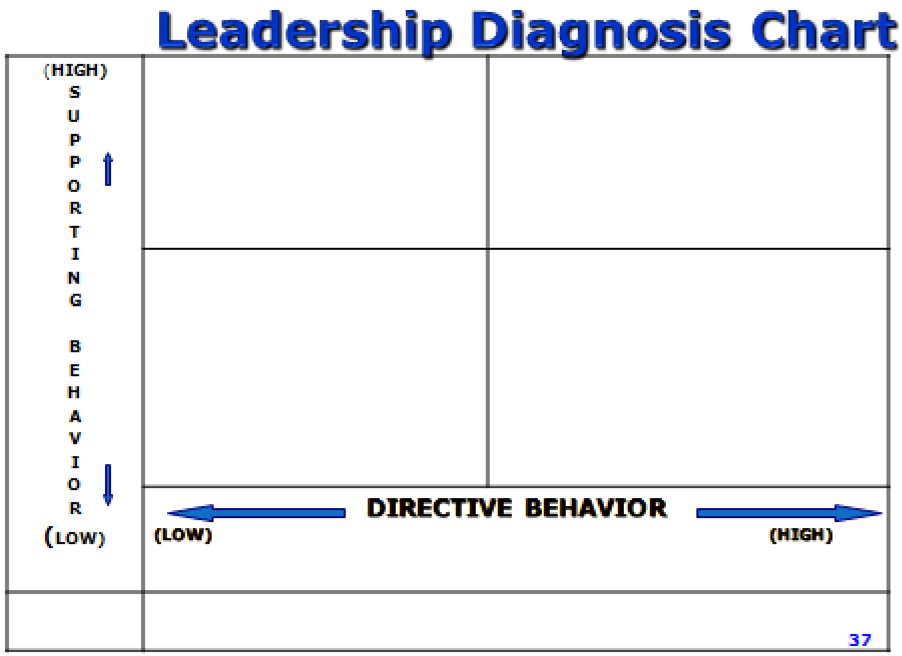
Slide 33



We are going to call the leadership philosophy in the LOMM book, "trainership". As you will remember from the basic CTO class, the trainer is a limited or tacit supervisor to the trainee and as such, these leadership principles certainly apply.

The first thing to remember is that your trainee gets to know all about this model. You should discuss the model, your expectations, and the agency's expectations, *in detail* at the beginning of the training process. The trainee should understand the four styles, what they will look like, and why they are in place. They need to know that THEIR development level will determine which trainership style you will use and that you are using this style FOR THEIR DEVELOPMENT, not your convenience. They should know that you have a *formal* plan for helping them succeed in the job.

Slide 34


Leadership Diagnosis Chart
(HIGH)
SUPPORTING BEHAVIOR
(LOW)
DIRECTIVE BEHAVIOR
(LOW)
(HIGH)
37

Slide 35

Three Skills Needed:

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Slide 36

2 Basic Leadership Behaviors

- Directive – give me words that describe directive behavior
- Supportive – give me words that describe supportive behavior

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Two basic leadership BEHAVIORS are described by Mr. Blanchard in his book: **Directive Behavior & Supportive Behavior.**

Directive

____

____

____

____

"Directive Behavior involves clearly telling people what to do, how to do it, when to do it, and then closely monitoring their performance."

Supportive

____

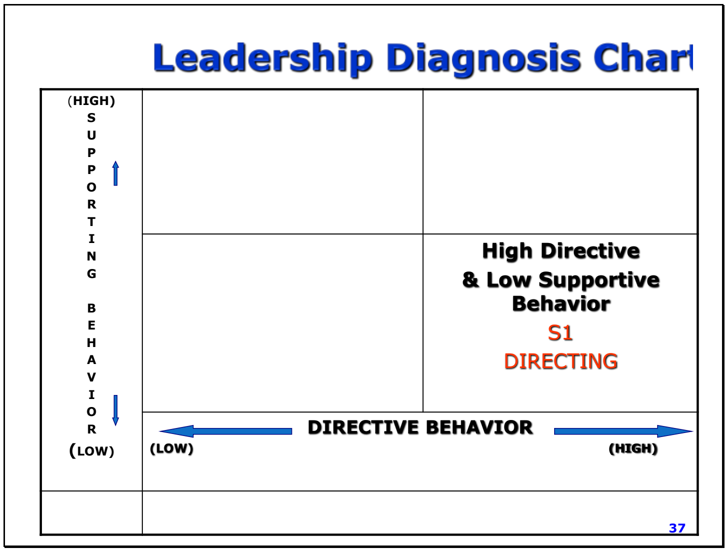
____

____

____

"Supportive Behavior involves listening to people, providing support and encouragement for their efforts, and then facilitating their involvement in problem-solving and decision-making."

Slide 37



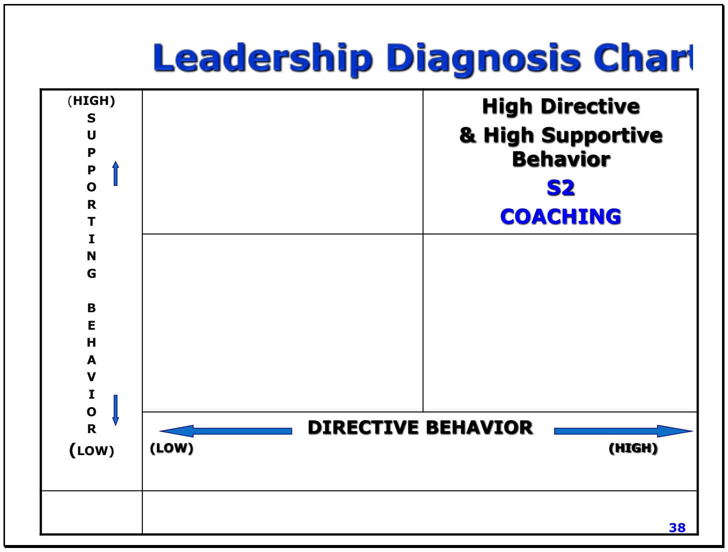
Style 1 (**S1**) is *directing* because when a supervisor uses this style, they are high on the directing behaviors (tell them what to do, how to do it, etc.) and low on supportive behavior. This style is where you are closely directing the actions or tasks of another. Think about a CTO – this would be the style probably used in the first couple of weeks with a trainee. The CTO tells the trainee exactly what the task expectation is, what the CTO expects to be done, how, when, etc.

For those of you who have had our basic CTO class, you may remember our discussion of feedback that includes the **Wants, Whys, and Ways**.

First, let the trainee know what you want to occur in the future:
Wants:"Whenever possible, take the traffic information prior to performing any other tasks".

You are directing: telling them what you want them to do.

Slide 38



Now let's look at **S2** – **the Coaching style**. This is the style where you continue to direct and closely watch the person, but you also begin to explain the "whys" of what you are doing. You are now having a dialogue with the person – a two way conversation. You also have the final say – and continue to make final decisions. You listen, encourage, and reinforce initiative and risk-taking!

Add the whys (remember the adult learner needs to know the whys and the relevancy to their job duties:

Whys: (Explain-the beginnings of supportive behaviors) "Here are the safety concerns you may consider…"
And follow with procedures or training that may help the trainee in carrying out the task. Both ask them for and give them ideas on how to fix any problems – what ways or alternative methods might assist them?

Ways: (Directing) "Let's practice the way the traffic stop should have gone and then I will let you handle all the traffic stops tomorrow. If the phone rings and I see you reach for it, I will lay my hand on the receiver to remind you where the priority is. Do you think that will help or do you have another idea that will work better for you?"

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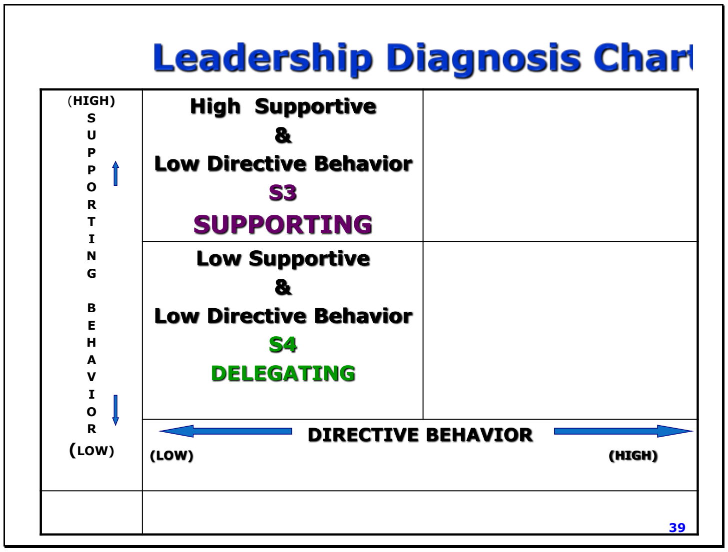


Can you also see the application on all of these styles for training? Supervisors can use all four styles effectively with different individuals in different situations – trainers can and should use these styles with trainees

You'll notice we've been discussing when to use a particular leadership or trainership style. We're not talking about a trainer's natural style, communications style, our individual behavioral or social style. We're looking at a model for a flexible style that we can use *with* someone else to assist them in *his/her* development.

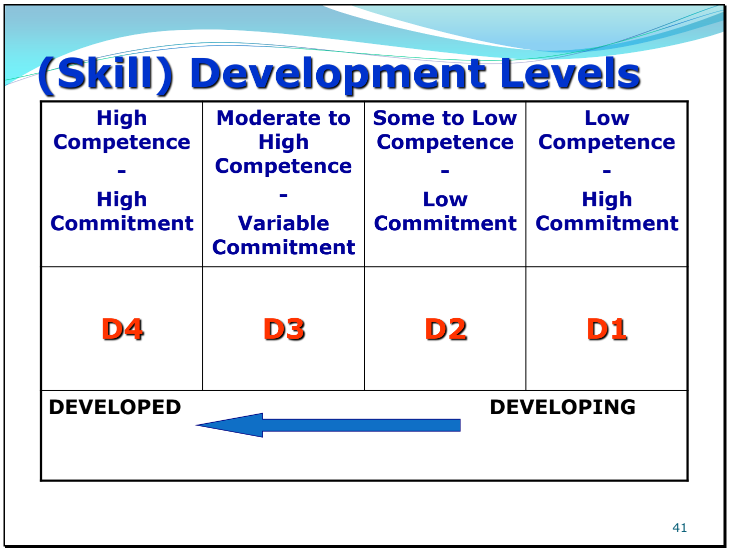
The development level of the person we're working with *in conjunction with the task or goal they are attempting to achieve*!

Slide 40

Competence defined: (LOMM) "Competence is the function of knowledge and skills which can be gained from education, training and/or experience". It can be developed with appropriate direction and support – it is *learned*.

Commitment defined: (LOMM) "Commitment is a combination of confidence and motivation. Confidence is a measure of a person's self-assuredness – a feeling of being able to do a task well without much supervision, whereas motivation is a person's interest in and enthusiasm for doing a task well."

Slide 41



On Page 50 of the LOMM – you'll see a description of the four development levels. These reflect the development level of the person AND THE IMMEDIATE GOAL upon which the two of you are choosing to work.

If you have a highly competent dispatcher who is now doing payroll-a new and complicated task, you will use a DIFFERENT trainership style when training him as a highly competent dispatcher vs. an untrained payroll clerk!

Now let's identify the development levels.

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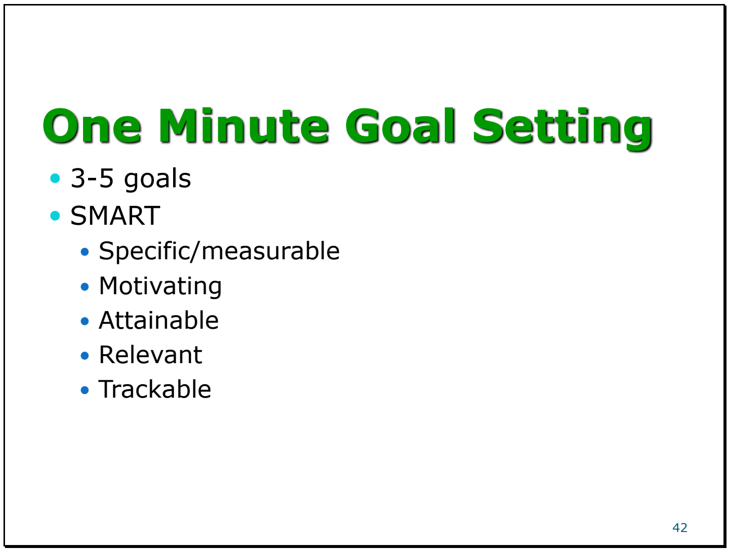

Now we’re going to look at the LOMM One Minute Goal Setting principles.

SMART Goal Setting

Notes:

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One Minute Goal Setting (continued)

- Can't diagnose a performance or development issue without an "end result
- Why analyze the employee's development level for each goal?
  - So that you can analyze his/her development as you move through the process, where s/he was vs. where they are now
- Whoever goes first, the other person's job is to *listen*
- Who has the final say in the discussion between you and an employee as to his/her development level?
  - S/He does – with monitoring
- **CATCH THEM DOING SOMETHING RIGHT!**
  - Praisings help the employee move up through the development levels

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This is the way in which the two of you can really hear what the other is saying, and work out a mutual agreement.

If you have differences around the issue of the employee's development level, how is it resolved?

> **WITH DEVELOPMENT LEVEL ANALYSIS, THE FINAL DETERMINATION COMES FROM THE EMPLOYEE.**

The one proviso to this is that if there is a lack of consensus with the development level analysis then you both must agree on what the results will be over the next specified period of time so that the trainer can review and observe the performance. You will agree on how you will work with each other during this process.

One cornerstone of the development partnership you and your employee have is the One Minute Praisings or "catch them doing something right". Praising, encouraging, and supporting helps employees move up through the development levels.

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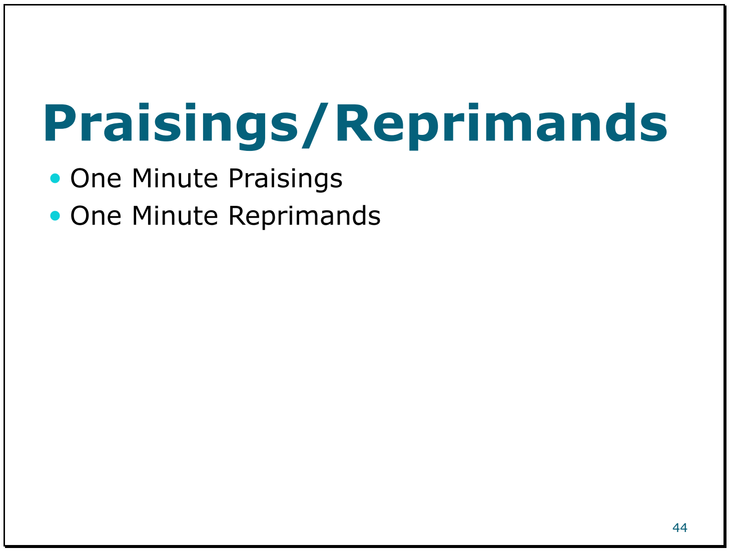

Let's say you are working with a trainee on a development. We'll say that you have given them an on-going project – maybe it's to gather data resource books within the center. You know the resource books are a bit out of date, you want the trainee to learning-while-doing. What better way to familiarize him/her with these resources, than to have them be responsible for gathering, confirming and updating the book.

You begin by being an S1 – directing, telling, closely reviewing the employee's work. She continues to gather data and becomes more comfortable with the process. The two of you are communicating regularly, you continue to closely monitor and direct the work.

One Minute Praisings – these are the key to developing people (P. 78). By praising, you gradually change your trainership from the directive styles of S1 S2, to the nondirective or supporting and delegating styles of S3 and S4.

One Minute Reprimands – usually reserved for D4's, D3's and occasionally D2's – for the competent and committed, but who have a performance issue. Reprimands are not a training tool "but a way to deal with motivation and attitude problems". You use reprimands with competent trainees who have lost interest in a task.

Gather information and make sure you have all the facts. See what, if any, extenuating circumstances might be involved. If the performance issue can be tied to a loss of confidence, then the more effective response will be to provide support, encouragement, and/or direction. You may change your trainership style for a D3 or D4, to a D2 to support and encourage improvement. **LOMM recommends moving back through the styles, when necessary, one at a time, from S4, to S3, before moving back to an S2 or S1.**

"Reprimands stop poor performance and may mean that a [trainer] has to gradually move back from less direction and less support (delegating) to more support (supporting) or more directions (coaching & directing)."

Slide 45

DORs

- *Purpose:*
- Evaluate Trainee
- Provide measure of performance
- States expectations
- Measures performance against a standard
- Evaluates an observed behavior
- Legally defensible

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In the Communications Training Officer class we discussed evaluations. The main evaluation that we discussed was DOR's (Daily Observation Reports). Some agencies use Weekly Evaluations and Monthly Evaluations either with or without the DOR.

Slide 46

Anchor Points

- **Most DOR's use a behavioral Anchored Rating System (BARS)** approach with three anchor points defined as being 1) Unacceptable 2) Acceptable or meets standards and 3) Superior or exceeds standards.

1	3	5
Unacceptable	Acceptable	Exceeds Standards

- **may also include unobserved.

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Most evaluations have a rating system based on anchor points. These points provide a tool to measure the trainee's performance. Most use a 3 to 7 point system with points in between.

In the example above you can see that it allows room for the Trainer to mark that the Trainee is almost at acceptable with a "2" or above acceptable with a "4". Gradient marks can show that the Trainee is making progress while demonstrating that they are "not quite there yet".

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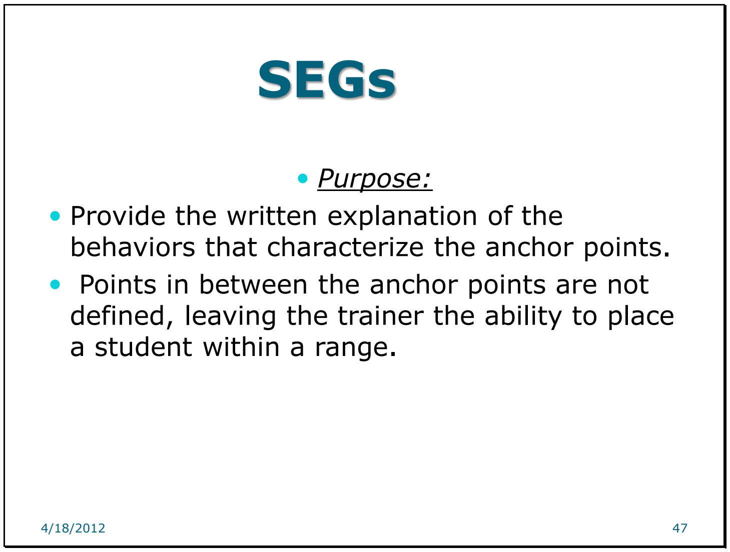

The SEG provides the written explanation of the behaviors that are rated through the anchor points.

The SEG provides the broad statement about the performance being measured.

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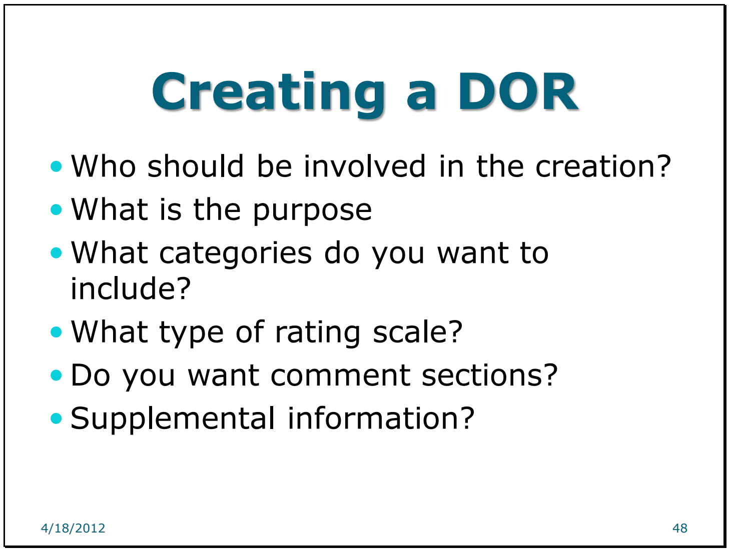

There are many types of DOR's. Some agencies may use one DOR for the entire training period. Others may have different DOR's with different components based on the training period, training expectations, one-on-one training vs. classroom training.

The purpose of this section is to spend time on learning how to write DOR's. You may already have a DOR that you use and you may want to update it or totally change it. Or you may have an agency that currently uses weekly or monthly evaluations and you want to introduce the DOR concept.

There are some decisions you need to consider having prior to developing a DOR.
Who should be involved?

- Trainers
- Training Coordinator
- Supervisors
- Management

What is the benefit of involving your training team?

- Buy-in
- More minds to create ideas – suggestions – etc.
- While they are creating the tool, they are getting to know the tool intimately

What is the purpose?

- Is it a general DOR to be used throughout the training period?
- Is it a specific DOR for specific topics that allow you to provide a more in depth evaluation rather than generalities?
- 9-1-1 Call Taking
- Police Dispatching
- Fire Dispatching
- Customer Service

What categories do you want to include?

- There are many aspects within each performance area of our jobs. How in depth do you want to go? What are they?
- Customer service
  - Answer phone within 3 rings
  - Proper greeting
  - Proper closure
- Knowledge
  - Policies and Procedures
  - Geography
  - Telephone Systems
  - Radio Systems
- Questioning Skills
  - 6 w's
- CAD
  - Entry
  - Readability
  - Accurate

What type of rating scale do you want?
Tests and Quizzes the trainer may give to the trainee. Use the examples the students provided when answering this question to develop a sample DOR for the class.

We are going to write a generic DOR to be used throughout a training period.

Our purpose is to evaluate a trainee throughout the training period for handling 9-1-1 calls.

What categories do we want to include?

- **Attendance**
- **Attitude**
- **Customer Service**
- **Knowledge**
- **CAD**
- **Geography**

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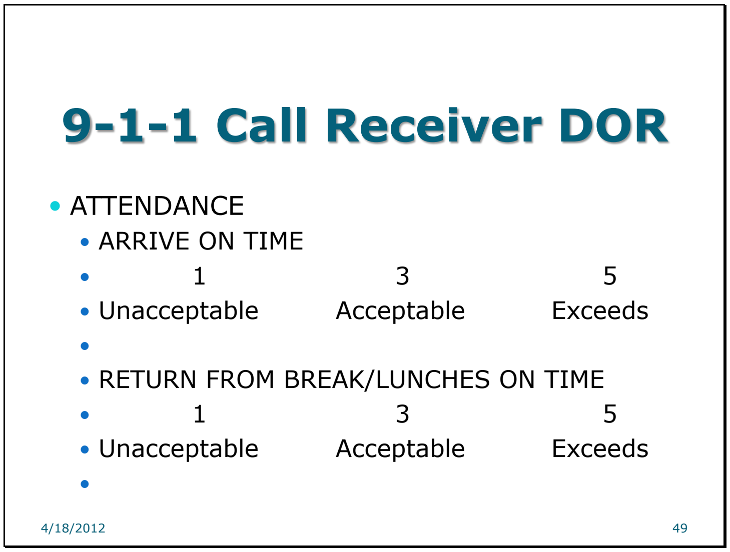

Earlier we talked about SEG's. This is where we need to consider developing an SEG for each category that is rated.

What does "arrive on time" mean to you?

As you can see each of us may score the trainee differently based on our perception of what is "on time".

SEGs eliminate the variables and *have the same expectation on every trainee every time*.

Let's write an SEG for arrives on time. This is where it is really important to have all the players work together in order to have everyone on the same page. Everyone may not agree at the beginning but by working together you can come to an agreement to rate everyone the same. Let's start at what is acceptable and then we can tailor our "George" to either unacceptable or exceeds.

Attendance
Arrive on time

What does "arrive on time" mean to your agency? What is "George"?
We are going to use a group consensus to write the "acceptable" SEG.

SEG: Acceptable rating (3):
The trainee is at their console; with all necessary material ready; briefed and ready to answer calls 10 minutes prior to the hour.

From the Acceptable guideline we can determine what is unacceptable and exceeds. Now come up with a statement for unacceptable and exceeds standards for the "arrives on time" SEG you are creating.

EX: Unacceptable (1)
The trainee is at the console unprepared (without necessary material) and/or less than 5 minutes from the start of the shift. The trainee did not allow time for the off going shift to provide a briefing.

EX: Exceeds (5)
The trainee is a console; with all necessary material; ready for a debriefing 15 minutes prior to the start of the shift.

Return from break/lunches on time

SEG: Acceptable (3)
The trainee returns from their break/lunch within the break/lunch time. If it is a 15 minute break the trainee is back at their console ready to answer phones within 15 minutes of time they started their break.

Again working from what is acceptable – "George" you can tailor the SEG to the 1 or 5.

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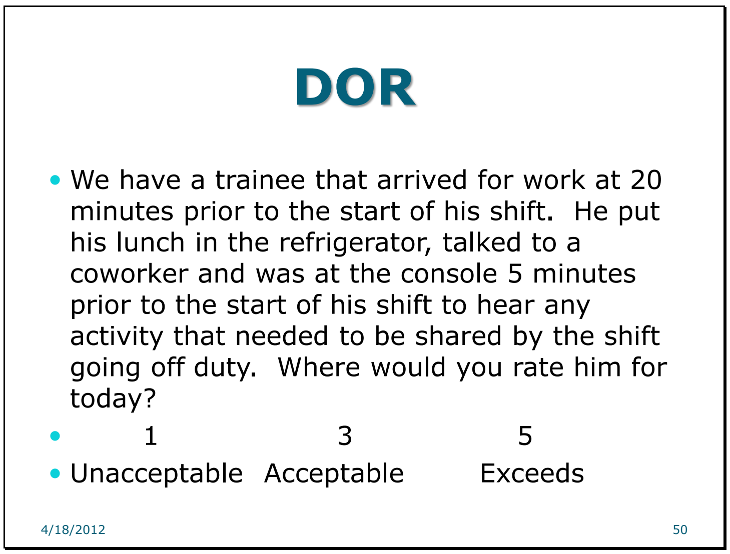

Let's try out our DOR with the SEG's. We have a trainee that arrived for work at 20 minutes prior to the start of his shift. He put his lunch in the refrigerator, talked to coworker and was at the console 5 minutes prior to the start of his shift to hear any activity that needed to be shared by the shift going off duty. Where would you rate him for today?
1 3 5

Everyone should have rated him a 1. SEG states to reach the acceptable time frame is 10 minutes prior to the start of the shift and unacceptable is 5 minutes.

In a well-run training program this method keeps bias, prejudice, emotion and horns or halo effects out of the rating system. It is, however, essential that DORs and SEGs be reviewed for factual information (should reflect when the trainee was there and ready to go) otherwise the reviewer has NO IDEA when the trainee showed up ready to report on shift – the reviewer only has an acceptable or other rating with no supporting detail.

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Group Activity

- Each group will be assigned a category from the earlier discussion.
- Each group will develop at least 4 sub categories for each assigned category and an SEG for each rating for each sub category.
- You have **20 minutes**

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Group Activity:
From the list of categories the class developed earlier, assign one category to each table.

Each table will develop at least 4 subcategories and an SEG for each sub-category.
You have up to **20 minutes** for this exercise.

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Performance Appraisals/QA's

- How do DOR/SEG's relate to performance appraisals or QA programs?

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How do DOR's and SEG's relate to performance Appraisals?

DOR's should be used on evaluations or performance appraisals.

Most agencies have monthly or quarterly evaluations on trainees completed by the supervisor. The supervisor should be using the DOR's or tools with clearly defined statements of performance or behavior to complete the performance appraisal.

How do DOR/SEG's relate to QA (Quality Assurance) programs?

Persons conducting QAs should be using a tool that states the performance and behavioral standards they are using to evaluate the quality of employees' job performance

All of these things tie in together. Training DORs/SEGs, performance appraisal tools, and quality assurance measurement tools. Not only do they tie in together, but they should *directly* relate back to the agency mission, values and goals statements which act as the foundation upon which these tools are built.

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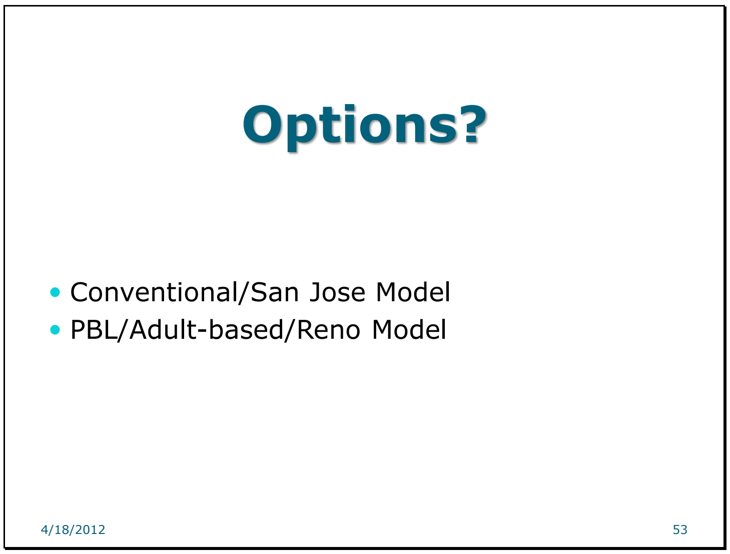

Let's look at the two most common models for on-the-job one-on-training in public safety.

Conventional/San Jose Model

A conventional model is one that is considered more structured. The evaluations are daily – such as DOR's. The San Jose Model is one example of a conventional model.

The San Jose Field Training Model in existence since the 1970's has been implemented in Law Enforcement, Communications and Corrections organizations at the national, state, county and municipal levels and has proven to be reliable. This model includes training strategies and documentation to include the Daily Observation Reports, the Supervisors Report, End of Phase Report, Task List and Call/Activity Log.

PBL/Adult-based/Reno Model is based upon adult learning principals and PBL (Problem Based Learning).

A PBL/Adult-based model is one that is based on the trainee learning from "problems" such as the style of Telecommunicator classes offered here at CJTC.

The Reno Model is a post-academy training program based on adult-learning principles and problem-based learning methodology. This model is the result of a group effort by the Reno, NV, Police Department, the Police Executive Research Forum (PERF), and the Office of Community-Oriented Policing Services, U.S. Department of Justice (COPS). The Reno Model was designed as an alternative to the San Jose Model FTO Program and is founded on the principles of community-oriented policing and problem-solving (COPPS). The Reno model does not use DOR's. It uses journaling by the trainee and the trainer. There are evaluation periods built in and the evaluations are completed by an independent evaluator.

As you can tell, the philosophies are fairly different. Let's take a look at the video we have.

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Adult Training Model (ATM)

- What concepts would you want to incorporate?
- Potential Outcomes?

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How Will You Measure Success?

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Background & Overview Comparing 2 Models

San Jose Model

- CTO is a limited supervisor
- CTO may make recommendation about future of trainee
- CTO clearly has more power and authority than trainee

Reno & *ATM* Model

- PTO/CTO2 - focus shifts to a coach, guide mentor
- Does not make employment recommendations – only the Trainee Oversight Board (TOB)(PTO Board of Evaluators-BoE) does
- PTO/CTO2 are much closer to being peers than superior of the trainee

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Comparison

San Jose

- Program Evaluation is based upon a general reward/negative consequence model

Reno/ATM

Uses multiple adult learning methods
- PTO/CTO2 & trainee journals
- Weekly coaching report
- PTE/CTE mid-post evaluation
- Training Coordinator BoE/TOB review progress
- Daily mini-modules test knowledge
- 360° feedback for everyone in the program

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Comparison

San Jose

- **Uses anchored rating system DOR/SEG- rarely does trainee meet acceptable (releasable) rating until the end of training**

Reno/*ATM*

- **Identifies core competencies of the job then uses the phase focus forms with 3 levels of Bloom's Taxonomy for each competency and each phase to describe the desired performance**
- **Trainees can be performing acceptably based on the phase expectations**

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Front Loading

- **Information that a trainee should have *before* moving onto CTO**

Academy (in-house) or off-the-floor training

- **Employee orientation**
  - **HR and personnel policies**
  - **Buildings, plans, info**
- **Tools, equipment overviews & introductions (CAD, phones, ACCESS, etc.)**
- **Policies & procedures**
- **Geography**
- **Terminology, phonetic alphabet, codes**
- **Intro to resources**
- **Intro to call processing**

The recommendation from the ATM workgroup is that there be a base of information and knowledge a trainee must have before teaming up with a CTO. Much of the information below is taken directly from APCO's Public Safety Telecommunicator Minimum Training Standard.

Essentially, we are saying that in order to help a trainee achieve success, they first should be given some basic information and tools. Often, this is done in an in-house academy. But for smaller agencies, or agencies only hiring one or two persons at a time, an academy may not be feasible. For these cases, we recommend at least one or more weeks, off the floor with a trainer and a plan for providing new hires basic foundational information.

That information may include new employee orientation, introduction to the agency's policies and procedures as well as an introduction to the agency CAD system, phone systems, and ACCESS. We also suggest some exposure to geography, agency terminology, resources, etc.

Providing a solid introductory foundation to the agency, it's jurisdictions, policies and equipment allows the CTO doing the one-on-one on-the-job training to focus on helping the trainee hone his or her skills.

Frontloading/ Trainee Orientation Information

The Washington Comm Adult Training Model is built upon the premise that the new trainee comes to the Trainer/CTO with certain information front-loaded.

Front-loading can occur through an in-agency academy or providing the following information off-the-floor, prior to the CTO training.

These are examples of topics for information that should be given to the trainee prior to beginning the CTO training.

General Front-Loaded Knowledge and Skills
Here is the general overview of the general knowledge and skills that are common among high performing incumbent Telecommunicators.
The Agency shall provide the Telecommunicator with basic instruction in the following areas:

- Comprehension of jurisdictional boundaries and geography,
- Proper application of Agency terminology,
- An awareness of and respect for diverse populations within the Agency's service area,
- Information on Agency resources, and
- Information on their role in:
  - Incident Command Systems (ICS),
  - National Incident Management Systems (NIMS),
  - State or local emergency operations plans, and
  - Information regarding states' certifications, standards, etc., NCIC, NLETS, criminal justice information systems, etc.
  - Medical (HIPAA), juvenile and other calls of a sensitive nature.
  - Tactical Interoperable Communication Plan (TICP).

General Skills of Telecommunicators

High-performing incumbent Telecommunicators have been identified as having the following skills in common the ability to:
Multi-task,
Think critically,
Provide effective customer service,
Actively listen,
Make quick workable decisions,
Solve problems,
Work effectively with others, and
Accurately communicate effectively both verbally and in writing.
The Telecommunicator shall be provided the agency expectations of effective interpersonal communication skills, which include at least the following skills:

- Active listening,
- Emotional intelligence
- The ability to communicate with co-workers in a professional and appropriate manner
- Clear enunciation of radio transmissions or in phone conversations,
- The ability to be concise in spoken and written communications,
- Appropriate use of Agency terminology, codes, and signals,

An understanding of plain speech/language techniques,
Use of agency approved phonetic alphabet,
The use of generally accepted customer service skills, and

Tools, Equipment, and Technology

The Telecommunicator shall be provided information on all equipment and technology used within the communications center.
The Telecommunicator will be given basic instruction on the use of the agency call processing system (CAD or manual system) including

Call taking screens
Premise or history screens
Mapping
Mobile computer terminals
Basic instruction on terminal to terminal operations, etc.

The Telecommunicator shall be given basic instruction on the agency phone system, including:

Enhanced 911
Wireless 911
Phase 1
Phase 2
Agency records management systems within established parameters. 428
Other essential agency equipment

Call Processing Basics

The Telecommunicator will be provided at a minimum a basic introduction to call processing including, but not limited to:

Call interviewing,
Initial call screening
All caller questions,
Six W's
Severity/threat assessment
Prioritization
Introduction to call types

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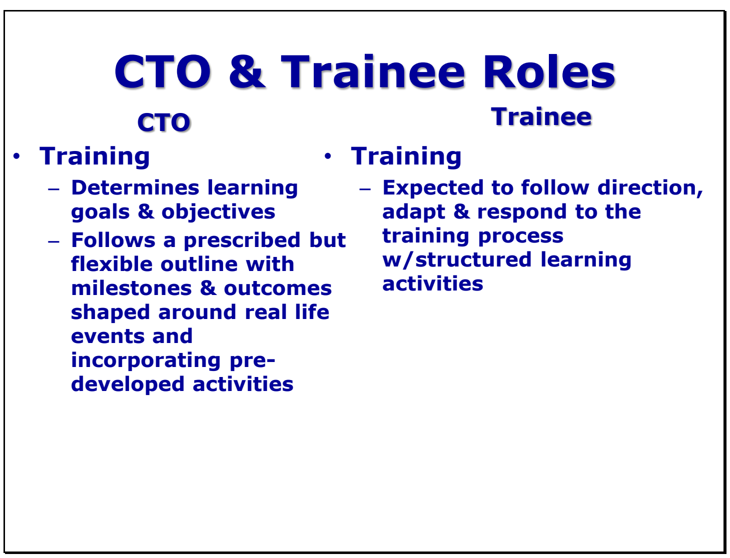

Let's take a look at the comparison model between the San Jose and Reno models.

You will see in the first comparison, one of the key differences is the point of view of the CTO, from limited supervisor using an anchored rating system (DORs/SEGs) to that of a coach, guide and mentor using feedback, journaling and weekly coaching reports.

Relationship Roles for the CTO and the Trainee

In this model, as in the Reno/COPS model, there are components of the training process that represent a significant role-shift.

Instead of being a trainer/limited supervisor/evaluator within this model, the **CTO is a Trainer, Mentor and Coach who also does evaluation.**

Training

For the Training piece, a CTO determines the learning goals and objectives. Usually, the agency determines the performance standards and minimum learning requirements for the job. Both San Jose and Reno models have these expectations for trainer/CTOs. The trainee is expected to follow direction, adapt and respond to the training process with structured learning activities.

In the WA-Com ATM & Reno models, training will typically follow a prescribed but flexible outline that works within accepted timelines, mileposts and training outcomes. Trainee individuality and on-duty experiences will allow the CTO to shape training around real-life events and occurrences as well as incorporating pre-developed activities.

CTO & Trainee Roles

CTO

- **Mentoring**
  - **Provides advise/guidance as a future peer & coworker**
  - **Will model behaviors consistent with agency expectations**
  - **Will advise and assist trainee about training related issues as well as agency culture, professionalism and personality dynamics of the workplace**

Trainee

- **Trainee**
  - **Ask questions**
  - **Discuss concerns or issues**
  - **Take advice and guidance from the CTI**

Mentoring

In this model, the CTO provides advice and guidance not only as a CTO but also as a future peer and co-worker. CTO must be able to relate to and communicate with trainees through the stress and strain of the training process. The CTO will not only model the behaviors and expectations of the agency, but will be able to assist and advise the trainee not only on training-related issues, but in the area of agency culture, professionalism and navigating the various group and individual personality dynamics in the workplace.

The trainee's role is to ask questions, discuss concerns or issues and take advice and guidance from the CTO.

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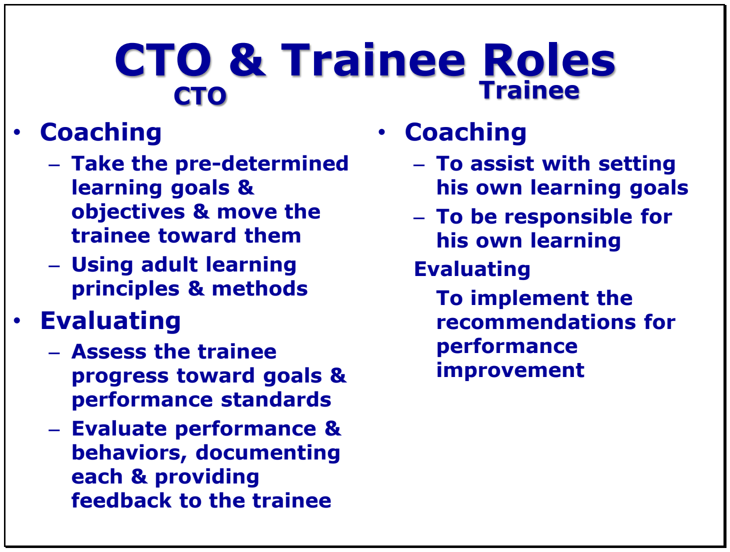


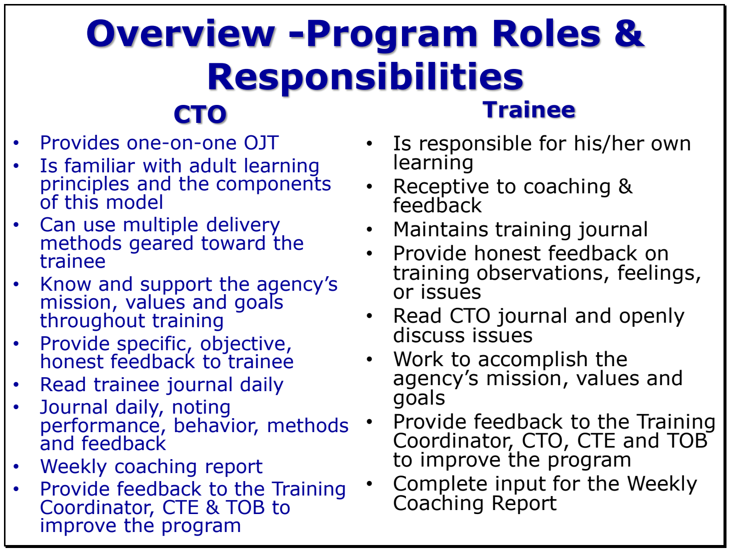
Coaching
It is the responsibility of the CTO to take the pre-determined learning goals and objectives and move the trainee toward those goals using adult learning principles and practices.

The role of the trainee is to assist with the setting of his own learning goals and to be responsible for his own learning.

Evaluating
The role of the CTO and the CTE is to assess the progress the trainee is making toward his learning goals and the agency performance standards. The CTO and CTE will evaluate performance and behaviors, documenting each and providing feedback to the trainee throughout the process.

The trainee's role is to implement recommendations for improvement in performance.

Slide 63



Communications Training Officer (CTO)

The CTO should:

- Provide one-on-one on-the-job training to the trainee
- Be familiar with adult learning principles and the principles of this training model
- Be familiar with and use multiple delivery methods chosen specifically for the trainee
- Be familiar with and supportive of the agency's mission, values and goals throughout the training process
- Provide honest, specific and objective verbal feedback to the trainee
- Read the trainee journal daily
- Journal daily, noting specific performance and behavior observations of the trainee including training methods used to deliver information to the trainee
- Provide the Training Coordinator with a Weekly Coach Report
- Provide feedback to the Training Coordinator, CTE and Training Oversight Board for the purpose of improving performance and standardization of training

Trainee

The trainee should:

- Be responsible for his or her own learning
- Be receptive to coaching and feedback
- Maintain his/her training journal
- Provide honest information on training observations, feelings or issues
- Read the CTOs journal and openly discuss any issues
- Work to accomplish the agency's mission, values, and goals
- Provide feedback to the Training Coordinator, CTO, CTE, and Training Oversight Board for the purpose of improving performance and standardization of training
- Provide feedback with examples of representative calls of the week to the CTO for input in the Weekly Coaching Report

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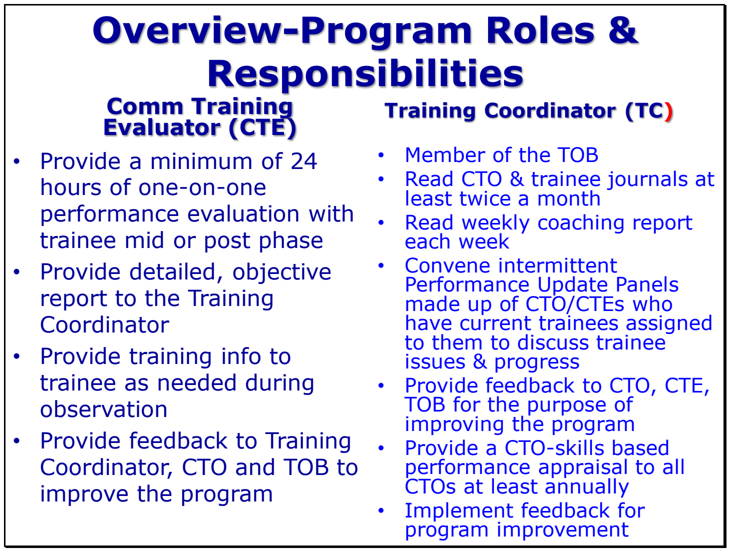

Training Coordinator

The Training Coordinator should:

- Be a member of the Trainee Oversight Board (TOB)
- Read CTO and trainee journals at least twice a month
- Read Weekly Coaching Report (WCR) each week
- Convene intermittent Performance Update Panels consisting of CTOs and CTEs who are currently or about to be assigned trainees to discuss trainee issues and progress
- Provide feedback to the CTO, CTE, and Training Oversight Board for the purpose of improving performance and standardization of training
- Provide a CTO-skills based performance appraisal to all CTOs annually

Communications Training Evaluator (CTE)

The CTE should:

- Provide a minimum of 24 hours of one-on-one performance evaluation with the trainee either at the mid-phase or end-of-training phase
- Provide a detailed objective report on trainee progress to the Training Coordinator
- Provide training information to the trainee as needed during the period of evaluation
- Provide feedback to the Training Coordinator, CTO and Training Oversight Board for the purpose of improving performance and standardization of training

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Overview-Program Roles & Responsibilities

Trainee Oversight Board (TOB)

- Consists of Training Coordinator, a CTO and admin staff member (not agency head)
- Monitors progress of trainee
- Convenes to provide guidance, direction & support of training staff
- Convenes to address unresolved issues with the Trainee, CTO or CTE
- Provides the final recommendation to agency head on trainee's status:
  - Retain/release from training
  - Extend training – TOB reviews extended training plan
  - Terminate
- Provide feedback to the Training Coordinator, CTO and CTE for purposes of improving the program

Agency Head

- Have an awareness of foundational principles, concepts and components of the training model
- Empower and support the training function
- Review and respond to recommendations of the TOB
- Provide feedback to the Training Coordinator & TOB with feedback supporting improvement of the training program

Agency Head/ Comm Director/Manager

The Comm Director should:

- Have an awareness of the foundational principles objectives, concepts and components of the Comm Adult Training Model
- Empower and support the training function within the organization
- Review and respond to recommendations of the Trainee Oversight Board
- Provide feedback to the Training Coordinator and Trainee Oversight Board supporting performance improvement in the training process

Trainee Oversight Board (TOB)

The Trainee Oversight Board should:

- Consist of three members: The Training Coordinator, a CTO, non-agency head administration, supervisory or HR staff member. Each board is normally created to support and review the training of *one individual trainee*. It is possible there may be more than one Trainee Oversight board convening within an agency that has multiple trainees. **It is also possible that one board may serve for multiple trainees, if needed**.
- Address unresolved issues with the Trainee, Communications Training Officer (CTO) or, Communications Training Evaluators (CTE)
- Convene if needed to provide guidance and support of training staff and make objective recommendations
- Provide the final evaluation of a Trainee, reviewing all documents and reports and interview the trainee and the CTO.
- Provide a final recommendation to the Manager/Director regarding the Trainee's status. The recommendations are:
  - Retain – the Trainee is released from training on the specific discipline
  - Extension of Training – The Trainee will have a plan created around specific areas where performance is deficient. The TOB will review or recommend a performance or training improvement plan, identifying specific areas for improvement, assign the Trainee to specific CTOs, set the milestones and timeframe for this training and select a Communications Training Evaluator or final evaluation.
  - Terminate – the Trainees employment with the agency will be terminated or the Trainee reassigned to different jobs or job duties

- Provide feedback to the Training Coordinator, CTO and CTE for the purpose of improving performance and standardization of training

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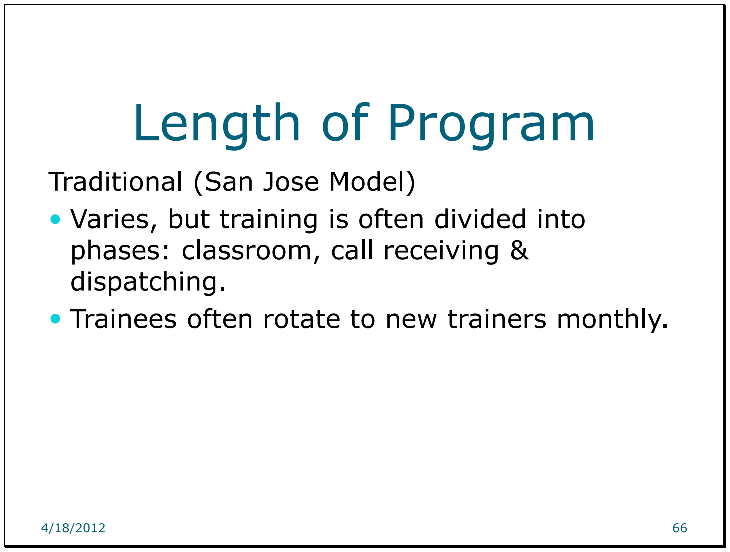

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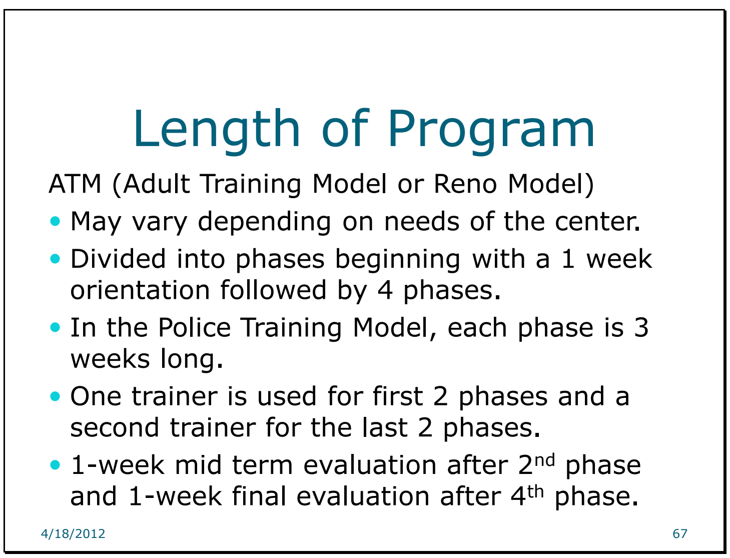

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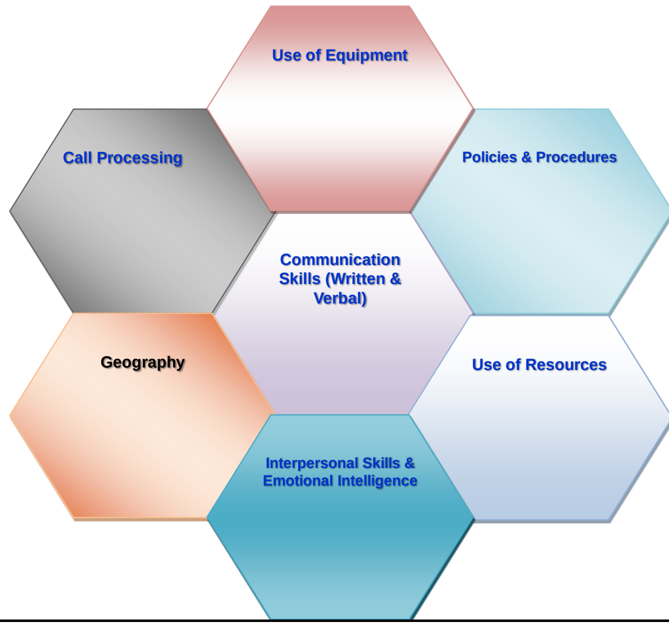
Core Competencies



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Phases

- The program may have any number of phases
- For Call Taker training, the group agreed upon 3 phases

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Phase A

- Agency determines the length
- This model-Phase A is an intro to non-emergency call taking
- 1 week in length for this generic model

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Phase B

- Intro to emergency call taking
- 2- 3 weeks
- Followed by mid-phase evaluation

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Phase C

- 3-4 weeks in length
- Emergency call taking
- Concludes with Post-Phase Evaluation & recommendation by the Trainee Oversight Board

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PHASE: A

PHASE NAME: NON-EMERGENCY CALL TAKING

CORE COMPETENCY : CALL PROCESSING

- CELL **A2**

Statement: *The Trainee will be able to demonstrate appropriate Interviewing skills and be able to process incoming calls non-emergency calls.*

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Bloom's Levels	Statement
Knowledge	Trainee shall define the 6 W's.
Application	Given a scenario the trainee will ask the 6 W's.
Critical Thinking (Analysis, Synthesis, Evaluation)	The trainee will explain the importance of each of the 6 W's relative to the scenario.

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Resources

RESOURCE MATERIALS	
Resource:	**Location**
• **SOP**	
• **Type Code List**	
• **Call Receiver Training Manual**	
Quick Reference Sheets	

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Phase: ____A________________________

Training Phase Focus Activities

ACTIVITIES	DATE	DATE	DATE	DATE
1.ROLE-PLAY CALL INTAKE				
2. Call Simulator				

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LEARNING MATRIX	Phase A	Phase B	Phase C
CORE COMPETENCIES			
1 - Equipment Operation	A1	B1	C1
2 - Call Processing	A2	B2	C2
3 - Resource Use	A3	B3	C3
4 – Policies, Procedures, SOPs, SOGs	A4	B4	C4
5 - Interpersonal Skills	A5	B5	C5
6 - Communications Skills	A6	B6	C6
7 - Geography	A7	B7	C7
Learning Activities Evaluation Activities	Introduction of Learning Matrix Journaling Daily mini-module exercise Weekly Coaching and Training Reports	Use of learning matrix Journaling Daily mini-module exercise Weekly Coaching and Training Reports	Use of learning matrix Journaling Daily mini-module exercise Weekly Coaching and Training Reports

Look at the focus form headings: Emotional Intelligence, Customer Service, Ethics and Behavior, Stress Management.

Notice-each of these forms give you specific, identifiable criteria upon which to base observations about behaviors that fall within the affective domain and which much meet the "compliance" level of Bloom's Taxonomy to be our "George". **Do you currently have any form of measurement that takes into account this level of detail on attitudinal or behavioral issues?** Well, this program does and if you adopt it, we would suggest you have a conversation with your management about including similar language in your performance appraisal system so that it dovetails with that and your Mission Statement. This allows you to gauge and work with new hires to train good *EMPLOYEES* not just good telecommunicators. Bad actors can be identified and may fail to meet the criteria listed on your Phase Focus forms.

How many of you with behaviorally problematic employees, had those employees passed on because there was no way to accurately document and measure conduct/behaviors?

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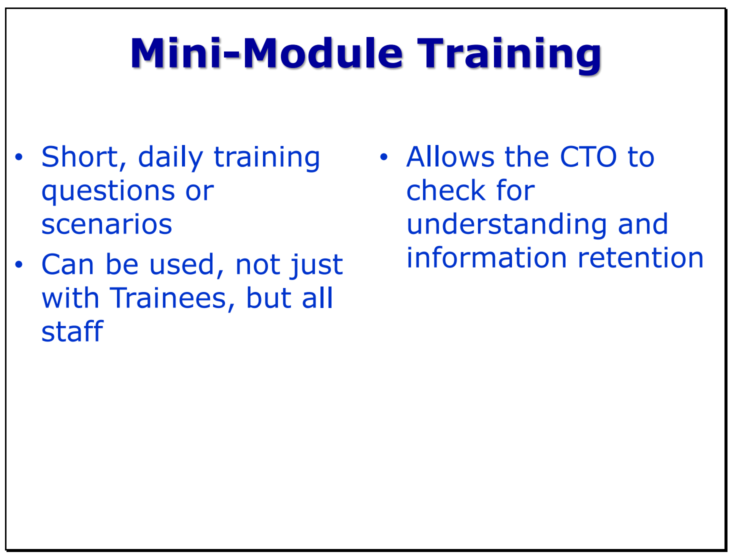

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Weekly Coaching Reports

- The CTO & Trainee agree on one incident or call taken during the week.
- Each of the competencies are addressed in the report
  - Trainee: What did I learn from this incident? What do I still need to learn?
- CTO assesses and comments on the student's performance and self evaluation for each of the competencies.

CTO:	**TRAINEE:**
ASSIGNED AS:	**DATE:**
PHASE:	**WEEK:**

INSTRUCTIONS: The Weekly Coaching Report , WCR, is a non-graded evaluation and training exercise. Integrity and proper self-evaluation are essential for the Weekly Coaching Report to be effective. You and your Communications Training Officer (CTO) should select a significant event that occurred during the week. Briefly describe the incident, which you and your CTO have selected. Review the appropriate segment of the Learning Matrix, as the Performance Outcomes are different for each segment. Two essential questions must be answered: What did I learn during this incident? What do I still need to learn? CTO's should provide input in each of the Core Competency areas. In particular, CTO's should determine if the student self-assessment is accurate. Additionally, the CTO must determine if there are areas in which the student still needs to learn, especially if the student seems unaware of those areas. If necessary more than one call may maybe included in the WCR. When saving this form please use the following format 'WCR– *Last Name of Student – Date'*.

Briefly Describe Incident:

1. Equipment Operation, including CAD, Phones, ACCESSS and Department Forms, and Other Equipment:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

E-mail to CTO2. **Call Processing**, including CAD detail and Interview:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

3. **Resource Use:**

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

4. **Policies and Procedures,** including policies and procedures and problem solving:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

5. **Interpersonal Skills**, including Customer Service, Emotional Intelligence, Stress Management, and Teamwork and Attitude:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

6. **Communications Skills**, including Verbal and Written:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

7. **Geography,** including Maps and Addressing Systems, Jurisdictions and Boundaries, and Landmarks:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

The Weekly Coaching Report (WCR) is one form of evaluation that benchmarks the progress of the trainee on a weekly basis.

The trainee will complete a section on how s/he perceived their performance on each of the competency areas. The trainee will write about what they learned in the area of each competency and what information they still need to learn.

The CTO then comments on the performance and self-evaluation of the trainee.

One area where the CTE, Training Coordinator, and Trainee Oversight Board may want to pay particular attention, is to any disconnect or lack of agreement that shows up on the part of the trainee vs. the trainer.

We will go over the WCR in more depth later this week.

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Trainee Oversight Board

- Purpose: to make recommendation final on trainee during or at the end of training
- To mediate & recommend solutions for unresolved issues between trainee & CTO or Training Coordinator
- Consists of at least 3 individuals
  - Non-involved CTO
  - Training Coordinator
  - Admin person (not agency head) or supervisor
- Reviews *all* materials related to the trainee
- May have individual boards for each trainee or one board for several
- Interviews trainee at the end of training

The Trainee Oversight Board (called the Board of Evaluators in the Reno/PTO model) is a board consisting of at least 3 persons. The Training Coordinator and a CTO should always be part of the board. A third or additional board members may include administrative personnel such as an operations manager, supervisor, or HR manager.

The purpose of the board is to make the final recommendation on the status of the trainee. The TOB is the only group that makes this final recommendation to the agency head. Generally the recommendations will be: Retain – and release to the floor, Extend training (or re-train) with an approved extended training plan, or to terminate the trainee.

The board also acts as guide and mediator for any unresolved issues the trainee may have regarding his or her training, such as CTO or Training Coordinator issues. The TOB acts as a "fairness" review process for a trainee has an issue with his or her training, etc.

The board will review all materials including trainee and CTO journals, weekly coaching reports, CTE mid and post phase evaluations and any other materials pertinent to their decision making process.

The TOB will then put their recommendation forward to the agency head or hiring authority.

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Extended Training Plans

- A plan to assist a trainee whose training has been extended due to performance
  - Area(s) of performance identified & performance outcomes stipulated
    - What the current performance is
    - Where it needs to be
    - Areas where improvements must be made
  - Trainee identifies what s/he will do to improve performance
  - Benchmark dates are determined
  - Post phase evaluation dates are set

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Total Program Feedback

- Feedback is necessary to improve the program
- Feedback will not be punitive
- Every person involved in the training from Trainee to TOB will receive feedback
- Feedback will be written and documented
- Promotes accountability for every role in the training process
- Consider a feedback file for each and every trainee
  - Lessons learned
  - Areas for improvement for each person or group
  - Documentation of exceptional work done
- Provides the agency head and training coordinator with real, specific information on how improvements to the program or process can be made

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Evaluation & Documentation Process

ATM – Feedback and Journaling

- Trainer provides constant feedback.
- Trainee and Trainer journal daily.
  - Trainee journals to increase reflective learning.
  - Trainer journals to document training and daily activities.
- Trainer's journal is open for review

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Evaluation & Documenation Process

ATM – **Weekly Coaching Reports & Mid-Post Phase Evaluation**

- Phase Focus forms with performance standards & dates of perf. observation
- Trainer writes weekly coaching and training reports.
- CTE (Communications Training Evaluator) does a formal mid-term evaluation and a final evaluation.
- The CTE is a CTO who is not assigned as the trainee's one-on-one trainer.

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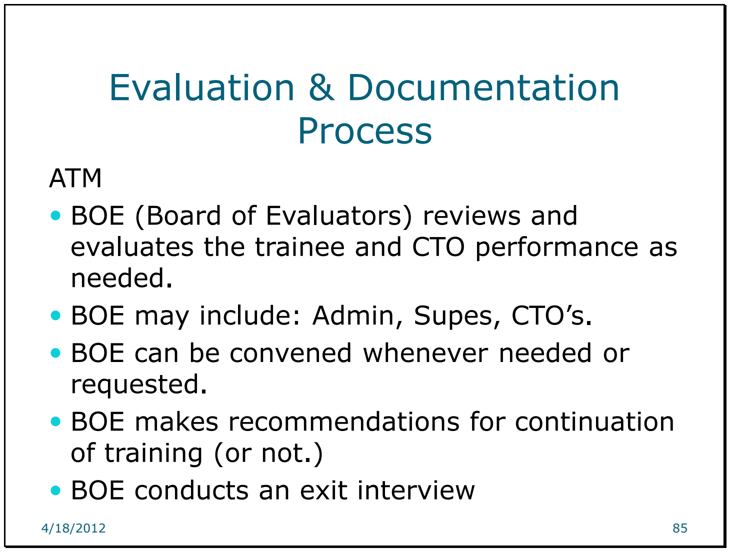
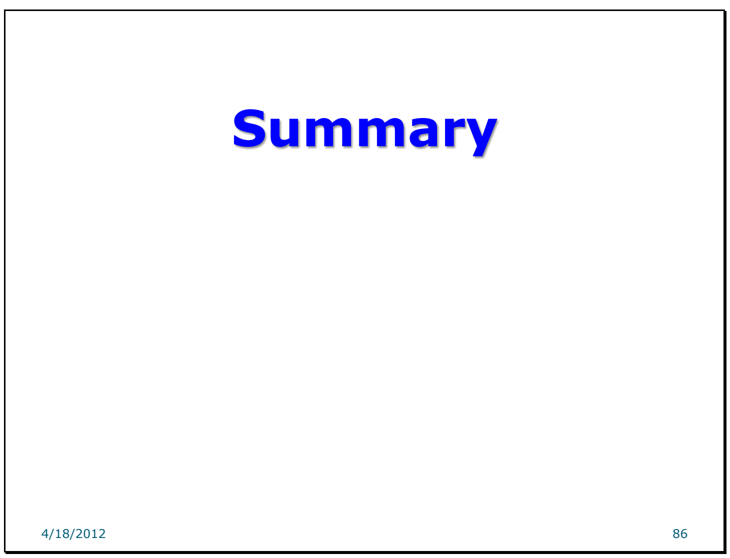


We believe that this new model is a better way to train adults. It allows you to tie the principles of your organizational mission, values, and goals statements into practice while training adults.

Slide 86



The focus of this course has been to give your ideas and tools to use with your adult-learner trainee to enhance that person's ability to learn our very complex job. We hope that the review of our adult learning principles will help you keep in mind the basic principles of how adults learn.

Remember that we are not just training people to be good telecommunicators; we're training them to be *good employees*. The ways in which we model behavior, interpersonal communications, treatment of customers and co-workers, and behaviors that reflect our agency's mission and values, tells the trainee what the expectations are for their behaviors and responses.

We provided you an introduction to Accelerated Learning. We really recommend either or both of the books we talked about in the class: *Accelerated Learning Fieldbook*, by Lou Russell and the *Accelerated Learning Handbook* by Dave Meier.

You have created quite a dynamic and we hope, useful, set of tools to take back with you. We're going to do two last things. First, let's do a final continuum exercise.

Rate the overall usefulness of the course as it relates to *YOUR personal development as a professional trainer (*NOT as to the value for their training program over which you may have limited influence).

Review of Adult learning principles
Intro to Accelerated Learning
Situational leader/trainership
Creation of tighter DORs SEGs
Overview of Reno/adult training model vs. San Jose model